DOCUMENT RESUME

ED 268 321 CE 044 183

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TITLE	Administering and Implementing Adult Career Counseling Services in Comprehensive Public Adult and Continuing Education Programs in New York State. A Manual for Administrators and Counselors in Managing Adult Career Counseling Services, Coordinating Adult Career Counseling Services with Community Funded Programs and Community Agencies and How To's of Career Counseling Process, Group Sessions and Services.
INSTITUTION	Port Washington Union Free District, NY.
SPONS AGENCY	New York State Education Dept., Albany. Div. of Adult and Continuing Education Programs.
PUB DATE	Jan 85
NOTE	225p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	*Adult Counseling; Adult Education; Adult Programs; Behavioral Objectives; *Career Counseling; *Career Development; *Career Planning; Check Lists; Counseling Objectives; *Counseling Services; *Counseling Techniques; Counselor Qualifications; Counselor Selection; Counselor Training; Employment Interviews; Job Application; Job Search Methods; Learning Activities; Lesson Plans; Postsecondary Education; Program Administration; Program Development; Program Implementation; Records (Forms); Resumes (Personal); Seminars
IDENTIFIERS	310 Project; *New York

ABSTRACT

This manual is intended to assist practitioners working in adult career counseling programs in implementing and expanding services. The first section, which is directed toward program administrators, discusses establishing and managing a career counseling service for adults and includes a checklist for administrators. Discussed next are the philosophical perspectives of counseling adults in career transition, characteristics of adults in a career transition, effective individual and group counseling techniques, and group counseling leadership skills. Counselor qualifications, selection, and training and staff development are covered in the third section. The final section, which is devoted to planning and presenting a career seminar, provides a seminar overview, a discussion of seminar procedures and materials, outlines for seven career seminar sessions, and materials for use in individual counseling sessions. Each session outline contains some or all of the following: session goals, one or more learning activities (together with an explanation of the given activity and counselor instructions), a list of materials needed, one or more handouts, and instructional text. An extensive appendix to the manual contains assorted forms, a 22-page book list, assessment instruments, and student handouts for use in the career seminars. (MN)

ED268321

ADMINISTERING AND IMPLEMENTING ADULT CAREER COUNSELING SERVICES IN COMPREHENSIVE PUBLIC ADULT AND CONTINUING EDUCATION PROGRAMS IN NEW YORK STATE

A Manual for Administrators and Counselors in

- --Managing Adult Career Counseling Services
- --Coordinating Adult Career Counseling Services with Community Funded Programs and Community Agencies
- --How to's of the Career Counseling Process
- --How to's of Career Counseling Group Sessions and Career Counseling Services

by Sonya Shapiro, Ed. D

A manual written under a grant to the Port Washington Public Schools by the Division of Adult & Continuing Education Programs of the New York State Education Department. Funded under Section 310 of the Federal Education Act, Title XIII, January 1985.

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Dedicated to Margaret Anderson

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Preface and Acknowledgements

Changing social and economic conditions have changed the world of work. The impact of these changes has made entry and advancement in the working world difficult for many adults. For most adults, career patterns are less stable. There are many dislocated workers, underemployed adults, and adults whose skills have become or may become obsolete. As the number of adults in career and educational transition has increased, so has the demand for career counseling.

In 1982 an Adult Counseling Task Force appointed by the Bureau of Adult and Continuing Education Program Development emphasized the State of New York's need to provide career counseling services for adults in comprehensive adult learning centers and to establish additional centers and services. This emphasis paralleled a significant effort by the State Education Department to link the economic needs of the State to its vast educational delivery system. In addition to focusing its resources on training of workers for the job market, the state has also recognized that when workers are engaged in jobs appropriate to their needs, interests and abilities, their productivity is increased. Career counseling is an integral part of this productivity.

The Division of Adult & Continuing Education Programs has addressed these needs through a grant under the Adult Education Act, Section 310, to the Port Washington Public Schools. In its first phase, the project provided training in adult career counseling methods to administrators and counselors of adult programs. The focus of this project has been the expansion of adult career counseling services in the Adult Basic Education programs of the public schools and BOCES of the state, as well as in other agencies funded under the Adult Education Act, Title XIII.

An additional goal of the project has been to link up with other programs funded under such sources as the Vocational Education Act, the Job Training Partnership Act, Employment Preparation Education, etc. It is the hope that such coordination will provide maximum service to the greatest number of adults. It is recognized that the implementation of this model also applies to general continuing education populations of local school district and BOCES adult programs as well as to disadvantaged target groups. Its components can be adapted to a variety of existing programs in rural, suburban and urban settings.

This manual has been developed to assist programs in implementing or expanding services. It will provide information to adult program managers on the "how-to's" of expanding such services in a comprehensive manner. Its thesis is that the core of a program should be a group career counseling process supplemented by individual counseling activities and coordinated with other group processes such as life skills, intake and academic counseling activities, and introduction of career information into instructional curriculums. The focus of this manual is on those skills, processes and materials necessary to provide such services.

After exploring a variety of models, the project selected for demonstration purposes was the career seminar offered at the Rockland County Guidance Center. Components of this seminar are generic and included in many other career counseling group processes; however, the project staff has found this program to have the longest successful history in adult career guidance in the state.

The program was begun in 1966 as the result of Gov. Nelson Rockefeller's 1965 Conference on the Status of Women. After two years of pilot projects focusing on re-entry women, the agency became part of Rockland Community College. In 1979 the Rockland County Legislature transferred the Center to the jurisdiction of the County Department of Social Services and the Commissioner mandated that it serve adults from all socio-economic and education levels. It offers the opportunity to explore potential job and career choices, to acquire skills, to find jobs with career ladder potential, to identify and pursue the educational and training needed to achieve both short and long range goals, and. to achieve changes in attitude needed to overcome the barriers to achieving job and career goals.

Particular acknowledgment is made to Margaret Anderson, director of the Rockland County Guidance Center, for her major contribution to the field of adult career counseling. She has served many adults for the past 16 years, and has been an invaluable resource to this project as advisor and participant trainer.

The Division of Adult & Community Education Programs also acknowledges the excellent training provided by the Port Washington Public Schools under the leadership of Ann Sue Israel, Director of Educational and Community Support Services. Other trainers who participated in this project are Benita Dolin, Counselor--Rockland County Guidance Center; Barbara Gross, Counselor--Port Washington Adult Program; Dr. Caroline Manuele, Assistant Professor, Fordham University; Susan Scheffel, Counselor--Putnam/North Westchester BOCES; and Susan Travis, Counselor--Rockland County Guidance Center.

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Section I

FOR ADMINISTRATORS

A. Editorial Introduction, Margaret Anderson

Since adults seeking career counseling often have very limited resources and lack self-esteem, and indeed may be at crisis, how a program is set up and administered is crucial. Great care must be taken to encourage and sustain participation. The decision to look for life alternatives is often fragile and tenuous and needs immediate and constant affirmation.

An effective career counseling program should have as its core a group process, scheduled over sufficient time to develop a group dynamic that allows participants a chance to grow. Selection of warm and wise counselors is the primary concern of an effective group counseling program. Although in some locations well trained people may be hard to find, other attributes besides formal training should be carefully considered. Counselors should be people concerned with human growth, who understand that adults often have lots of unraveling to do before they can reknit the fabric of their lives. That requires a counseling process almost the opposite from that needed to counsel youth. Career counseling's focus on job development involves changes in life styles--often requiring a whole new fabric, not just a mend or patch. Someone successful at helping young people build a good career plan may not always be able to guide the unscrambling and reassembly of the many pieces involved in redirecting an adult whose career has been cut off in mid-life-- or who has just never had a chance to integrate his real talents and interests into a career ladder rather than just a collection of odd jobs.

In other words, choosing the counselor is the top administrative function. There must also be on-going supervision to be sure that quality counseling is maintained and that personal crises and changes do not disrupt the flow of the client's growth. And, like it or not, the counselor is a role model and this should be considered in hiring.

How and when the program is set up should be done carefully with the focus on the community or students to be served. The time must be when people are most available and able to give the program their best for the period involved--usually about two months. A schedule that seems to work well is to test prior to group meetings and then schedule the groups once a week for seven weeks. Each session should be about two hours. A longer session will exhaust people who have already worked all day, and less than two hours does not allow for group coherence which is essential for the group participants to be supportive of each other. Individual meetings between counselor and adult need an hour, but often because of transportation or other constraints this must be flexible. The counselor needs to have some free time if possible, in addition to one individual appointment per person, as there are always people who need more time or people whose act comes together more slowly than others.

Tests used, depending on timing and budgets, should be completed prior to the scheduled groups. This need not be done by counselors but should be administered by a sympathetic person who can explain the rationale of the tests and help adults allay their fears of "tests". Test results should be treated confidentially as adults are often super-sensitive about their scores.

The people involved in the career counseling process need to keep in mind not only each participant's right to choice and change, but the responsibility for triggering growth--and the endless variety of approaches. It is important to put together a collection of career materials if a nearby library does not offer such information. Most materials can be collected free, but finding them can be time-consuming. Even postage may be prohibitive. Therefore every effort should be made to use existing resources. If possible, a subscription to Vocational Biographies should be kept as a source of a wide variety of career information and further references. Catalogs of schools and training programs offered nearby should be kept up to date. Sources of financial aid and applications should be on hand. A file of local employers and the skills they need is helpful. To begin, the focus of career information in an adult center should be local; relatively few users will be mobile. More general materials can be added later. Sample application forms, civil service tests and job descriptions are useful in allaying fear of the unknown and putting applicants at ease. Information about current salary levels should also be collected.

Funding for career counseling has been uncoordinated and uneven in its availability. However, public officials are giving greater attention to career counseling. Various sources such as the Vocational Education Act, Job Training Partnership Act, and Adult Education Act include counseling as an allowable budgeted activity or in some cases as a specific priority. State formula funding for literacy programs such as the Employment Preparation Education program also provides funding for group career counseling attendance. A new awareness of the need to coordinate services is being recognized by the State Education Department. Administrators should know about these sources and be creative in their use.

A variety of other solutions to funding is possible. To get a program started, appeals to local service organizations or philanthropists may bring funding, as well as volunteer time, space and research. Elected officials on both the state and county level are becoming sensitive to the remedial education needs of adults with counseling as a basic component in the monumental task of reducing welfare rolls. The employment and rehabilitative sections of Social Services and Mental Health may be able to contribute funds directly or indirectly by providing staff. The Office of the Aging may have paid positions to contribute (or even highly qualified retired counselors). Employed adults may pay fees. Because the adults who need career counseling come from such a wide range of backgrounds, the funding base may be quite diverse.

Administrators should be aware that judicious use of initial meager resources may be the key to program survival. The skeptical public needs to be assured of the tremendously effective dollar value of such programs, and evidence of that kind of value is not quickly established. Down the line there will be no problem getting dramatic testimony about the value of these programs--the productive changes in the lives of participants--but that takes several years. When you have a grandmother who completed the program and never stopped until she finished law school, or a former nonreader who has achieved an R.N., or a school dropout who has become a super salesperson, it is easy to prove the need for funding. At the beginning it may take an act of faith and creative efforts to establish a program.

Remedial education and counseling should be considered basic rights for those whose education may have been neglected early on. Public retribution needs to be made at whatever age the adult realizes the deprivation. Non-recognition of the need for adult education and counseling is a flaw in the educational process which should be treated in the same historical perspective as the losses occurring to victims of racial or sexual discrimination. Universal education with career development as an integral part belongs to everyone, not just the young.

B. Establishing and Managing Adult Career Counseling Services

1. Establishing a Service

Career counseling services may be provided by a variety of institutions. While there are distinct characteristics among these institutions that may affect the importance of a counseling service, there are administrative responsibilities common to all agencies funded by the Adult Education Act, including local education agencies (LEA's), Boards of Cooperative Educational Services (BOCES), and Community Based Organizations (CBOs). Below is a summary of common administrative functions, followed by a discussion of concerns peculiar to each institutional system, and of ways to establish these functions. Some of these functions are also considered in the manual, Managing Programs for Adults, which should be used as a cross-reference.

a) Common Functions:
- --needs assessment
- --administrative & community support
- --funding base
- --staffing & staff development
- --location
- --plan for activities & services
- --scheduling
- --marketing
- --linkages

--information resources
--evaluation

b) Concerns of Local School Districts:

Feasibility: An LEA must first determine whether it has the capacity, size of population, and/or staff to offer a comprehensive career counseling service. Local school districts with large adult programs may well be able to offer comprehensive services. Some districts with small, part-time adult programs may find it difficult. If a program is small, a coordinated service might be provided through a BOCES, as described under BOCES issues. Adult Basic Education programs should recognize that individual and group counseling is required by the Commissioner's Regulations for Employment Preparation Education programs. To meet this requirement, small rural programs should arrange for BOCES to provide group career counseling.

Coordination with Adult Basic Education and High School Equivalency Programs. Most ABE/HSE programs already have counseling services that include intake interviews, locator and achievement tests, life skills, referrals, and crisis counseling. Any addition of career counseling should be coordinated with existing services. For example, information obtained in an intake process can become part of the adult's own self-assessment and be incorporated into the career counseling process. If the academic counseling is handled by a different counselor, information that is not confidential should be shared. That should enhance both counseling components.

Some programs may also want to include career information in the regular academic curriculum; such career education will add to the career counseling process.

Some programs may have counseling provided through other funding sources, such as the Vocational Education Act or the Job Training Partnership Act. While these programs may be more oriented to job placement than to career development, they are not incompatible with short-term goals of career counseling, and effort should be made to coordinate and enhance services through differently funded programs.

Coordination with General Continuing Education and Occupational Education Adult Programs: Consideration should be given to offering group career counseling to heterogeneous populations. If an LEA has an ABE/HSE program as well as a general continuing education program, counseling groups composed of a mix of populations can provide a dynamic group process. Fees could be charged to the general population while ABE adults are served at no charge.

General Continuing Education Programs: While this manual is primarily directed to funded programs, the process described can be used in programs in which fees are charged. However, it may be difficult to provide the professional staff needed if fees are the only source of funding. Volunteers or college interns can help, but to maintain professionalism additional funding or a consortium effort may be necessary.

c) Concerns of the BOCES:

As regional agencies, the BOCES are logical providers of comprehensive counseling services for adults. BOCES can provide counseling services beyond the capacity of small part-time programs as a shared service to their component districts. For example, by pooling resources, the BOCES can hire and train staff that can offer counseling to more than one adult program. Training requires time, expertise and money, so it can more effectively be provided centrally. The BOCES can also develop the referral sources, both print resources and agency linkages. By pooling resources, a full-time coordinator could develop these resources for a number of component districts. Counselors could be provided on an itinerant basis, much as special services are provided in the K-12 system.

Brochures and marketing strategies can also be provided by the BOCES in rural areas, for programs too small to develop their own. The LEA can continue its own instructional or general continuing education program while using BOCES special counseling services.

The BOCES may be able to coordinate counseling services through various funding sources, such as Vocational Education Act, Job Training Partnership Act, and Employment Preparation Education State Aid. Use of BOCES administrative aid could also be explored. Because the BOCES often have full-time administrators in adult programs, they have greater resources than LEAs to explore various funding sources, and thus have the possibility to develop comprehensive services.

d) Concerns of Community Based Organizations:

Staffing is crucial to career counseling. If a CBO has professional counselors, it may be able to provide group counseling. The issues pertaining to LEA's would also apply to CBOs with one addition.

CBOs too small to provide their own services would be unable to enter into a consortium with the BOCES, but may contract for services through a BOCES or large LEA.

Because of its role in the community, a CBO is in a unique position to provide a supportive environment to its adult population. If it is large enough to employ professional counselors, career counseling would enhance its offerings to its adult population. It would also have access to foundation grants that might not be available to LEA's and BOCES.

2. Managing a Center

a) Needs Assessment:

All agencies should assess the needs--both the population in its service area and the availability of existing career counseling services. Investigate public school and BOCES services, services at two and four year colleges, trade and business centers, women's centers, state employment agencies, and libraries. The needs assessment should examine the time when such service is provided, the nature of the counseling, the cost and whether the service limits participants to the institution's own students, whether it emphasizes information or counseling, and whether it stresses career development or job placement. Knowledge of services in your region will help you decide whether you are duplicating service. You may still feel your students will need the support of an in-house service, but you will also be aware of resources for referral. In addition to assessing existing services, you may want to survey interest in career counseling for adults in your service area. You will need to include indirect data from agencies in the area, as adults will not always respond directly to questions about need for counseling. However, one may approach potential clients with questions related to the components of the counseling process. For example, "Are you interested in preparing a resume?" or "Would you like help in preparing for a job interview?"

b) Securing Support:

It is important to get the support of local Boards of Education in LEA's and BOCES, and of central administration in all agencies. A large part of any successful program is the support of the community. Administrators should seek to establish communication with local educational, government and community service organizations such as other Adult Basic Education programs, employment services, area employers, social agencies, mental health agencies and volunteer organizations.

c) Funding:

Successful implementation and maintenance of a career counseling center is usually dependent on obtaining several sources of funds. Some funding sources are dictated by the nature of your agency.

Foundations: CBO's and colleges usually enjoy greater success with foundations than public schools, but all agencies should consider them. Some public schools, particularly in cities, have begun to get foundation funds and have formal non-profit corporations to process those funds. The Foundation Center in New York City is a source of information about appropriate foundations.

Federal Funds: Counseling is fundable as a support service for most federal programs. Some federal programs have designated priorities for counseling, such as the Vocational Education Act Displaced Homemakers Program, and the Job Training Partnership Act (job placement). The Federal Register, available in most school district business offices, has announcements of federal funds.

The Adult Education Act (AEA) will fund support services for its literacy programs. As more funds for literacy become available on a state level, more money for counseling will be possible under AEA.

State Funds: Employment Preparation Education: In 1984, the New York State Legislature passed legislation to provide formula aid for literacy programs operated by local school districts for adults 21 and older. Each hour of attendance in group instruction generates formula aid for the adults. Included in group instruction is career counseling. Variations in the amount of aid are determined by varying real wealth of districts. The BOCES may access these funds indirectly through their component districts.

Youth 16-20 may generate Equivalent Attendance Aid.

Fees: Adults with high school diplomas and financial resources may be charged fees. These fees should be reasonable. A sliding scale based on income and size of family could be used.

Funds Through Colleges: Colleges have available to them VEA funds, grants discrete to higher education, and FTE aid.

Some colleges have granted one credit for group career counseling and have been entitled to full-time equivalent aid.

Creative Use of Funds: Managers should always fulfill the requirements of funding sources. Within these requirements, a great deal of potential exists to provide effective programs.

d) Personnel and Staff Development:

Essential staff to operate a center should include an administrator, counselor/s and a secretary. Depending on the scope of program, personnel can be part-time or full-time. An agency should evaluate its current staff members to determine if any of them could assume some of the responsibilities of the center. The recruitment of part-time counselors can give diversity to staff and allow flexible scheduling. It is often possible to get excellent counselors who want to work part-time.

A good program will depend entirely on the quality of staff hired. See Section II of this manual for further discussion of requirements and characteristics of effective adult career counselors. It must be remembered that adults are usually volunteer students. If their needs are not met, they will not continue to participate. This is even more true in sensitive activities like counseling. For people discouraged by economic or educational disadvantage, counselors with outstanding skills and sensitivity are essential.

Training in program procedures should be provided whenever new staff is hired. It can be provided in formal settings, such as State Education Department workshops, or locally sponsored workshops by experienced career counselor trainers. Content of training should include information on resources in the region, such as educational and human service referrals, educational options, career information, employment information and print resources. An internship in the career seminar or similar group process is very important and gives a counselor ownership of the process. Internships can be arranged by networking with other career counseling services.

Use of this manual is another valuable tool in staff development.

e) Location:

The location of the program should be based on results of the needs assessment. It should be centrally located and easily accessible. From its center, satellite services can be offered at other locations. The center should house print resources and a small career library, if possible.

The service should have an identity so adult users will have a place to drop in or come back for follow-up counseling or to use the career library.

f) Scheduling:

Scheduling should be flexible, providing both day-time and evening services throughout the year. Scheduling of groups can be facilitated by regularly scheduled orientation sessions which explain the service, after which adults can be asked to list their time preferences. When enough adults choose the same time, a group can be formed and scheduled. Some centers schedule weekly "open-houses," both morning and evening, to explain, test and register for career groups. Part-time programs can provide flexible arrangements very easily.

g) Activities and Services:

The type and extent of activities to be scheduled and services to be offered should be determined. The most important service should be group career counseling, described in detail in Section III of this manual. Other support activities may include the "open-house" described above; individual career counseling; intake counseling for testing, information gathering and orientation to the academic program; and career workshops. Life-skills may also be offered, as well as computerized guidance information, if available. Some of these types of services are described in the manual.

Career Workshops which provide job information by volunteers from the community are a good addition to a career center. Career workshops are an excellent way of providing current, local information in an entertaining and detailed manner. Most people are delighted to share their knowledge with other adults and will describe how they chose their career, what preparation they made to achieve their present status, what the current requirements are for someone entering their field, local employment opportunities, etc.

One effective type of workshop is to set up a panel with several speakers from different levels of the same career such as a nurse-midwife, a supervising registered nurse, a licensed practical nurse and a nurse's aide. This can provide the basis for a discussion of career ladders as well. Occasionally someone with valuable background is too shy to make a presentation, but is willing to be interviewed or participate in a panel discussion. Providing presenters with a printed outline, such as is found in the Appendix, is helpful.

Many of those who speak at workshops are also willing to act as career advisors on an individual basis. Retirees should not be overlooked; they often have free time and are delighted to make use of their experience.

h) Marketing and Publicity:

The most important factor in the successful start of a center is that it become known as a resource quickly. Perhaps the most important first step is the development of an attractive brochure that explains the services and makes it easy for adults to initiate participation. This is particularly necessary for a regional agency. "In-house" programs can tell their students about their services in a more informal way--through their teachers and counselors. A brochure may be necessary "in-house", too, for program participants not directly involved in the program that funds the service.

The second most important step is to contact other agencies, to offer referrals to them and request referrals from them. Here, again, a brochure is helpful.

Full scale publicity and marketing campaigns within the service area are integral to establishing a career counseling center. All channels of publicity should be explored: local newspapers, women's centers, continuing education programs, local businesses, community organizations and chambers of commerce. If funds are available, direct mail is effective. Flyers can be posted or distributed in local stores, community centers, welcome wagons and libraries. Interviews on local cable TV and radio can be arranged. Visits should be made to local libraries to describe the service to reference and career information librarians. Ads in local newspapers are effective. Feature stories should be submitted to local newspapers.

i) Linkages

Important to the success of a career counseling service is the development of community links. These linkages serve several purposes. One, they provide current information to counseling staff about social, educational, health and other community agencies that are of potential use to counselors. Two, they become part of a support network for the career counseling service. Three, they may provide referrals of their own clients to the career counseling service. Four, they may provide services to which the career counselors may refer their own adult counselors. Referrals may be for housing information, legal services, mental health services, educational services, etc. Five, they may be links to employers that can provide employment information, employment advisors, and even job placement.

Establishing a network of community links involves time and effort. It can be accomplished by writing letters, attending meetings, speaking about your services at community meetings, conducting joint projects, inviting community agency professionals to visit your center, sending supplies of brochures to community agencies, etc. On-going communication is the key to effective links.

j) Information Resources

Development of a career information library is essential. Resources should include current career books, pamphlets, newspaper clippings, and a variety of job information publications. (See Appendix for suggested bibliography.) In centers where funds are limited, use of public library career resources is essential. If the service exists near an Educational Information Center, use of their extensive job information is a valuable resource.

Centers should also develop files of career advisors and employers in the region. Over time, extensive files can be built, a little at a time.

k) Evaluation

Evaluation of a counseling programs should be a consistent activity. Evaluation should be based on objective data, such as number of participants, as well as demographic data. It should also include completion of an evaluation form by counselors immediately following the completion of service and, if possible, a follow-up summary six months later.

Evaluation forms should measure client satisfaction. They should ascertain outcomes such as a decision to continue education or apply for a job. They should also show how many clients obtained or upgraded jobs.

Sample evaluation forms are found in the Appendix.

A center may choose to develop its own evaluation forms, or may need to respond to evaluation requirements of a funding agency. Whichever evaluation forms are used, data gathered should answer the following general questions:

1. Is the program operating effectively?
2. Is the program meeting its overall goal of helping individuals make career decisions and take concrete action steps to obtain education, training and/or employment?

In addition, the effectiveness of the program can be measured on a day-to-day basis by observing the staff and the over-all climate. Periodic staff meetings and conferences with individual staff members can help to identify areas of strengths and weaknesses.

In general, the overall effectiveness of the program will be measured by the reputation it has in the community and by the reactions of people who have participated in the program. Program survival depends on constant evaluation of the product. If people are pleased, word of mouth will bring in new participants. If people don't get the help they need, the word will get around very quickly.

3. Checklist for Adult Career Counseling Services Administrators

The following checklist is for administrators to use as a ready reference for developing, maintaining and evaluating their programs.

--assess community needs
--generate internal administrative support
--generate community support
--launch marketing and publicity campaigns
--establish location and time schedule (calendar)
--set up office space and meeting rooms
--produce and assemble materials, tests, books and handouts
--develop a career and educational resource library or make arrangements for use of an

existing one
--develop a referral file
--develop career workshops
--recruit and train support staff
--recruit counseling staff
--design record keeping procedures which maintain confidentiality
--recruit seminar participants
--seek additional funding sources
--design and implement evaluation programs.

Section II

COUNSELING ADULTS IN CAREER TRANSITION

A. A Philosophical Perspective

A career development program for adults must recognize the importance of career choice in an individual's total development. It must acknowledge that vocational choice reflects one's self-concept, and that human beings proceed through life in constant interaction with their sociological, psychological and physical environment. One must be committed to the belief that human beings are open systems and that adults have the ability to grow, develop, question, and make choices.

The role of career counselors of adults is to help people break away from their own rigid standards and outdated self-concepts, and to recognize their ability to make new autonomous choices at any time. Integral to this approach is the idea that one never arrives, but is always on the way. Career counselors must see careers for adults as reflections of development phases in the life span.

Chronological age should be disregarded as a criterion for choosing a career. One can choose to be perpetually in the prime of life or one can choose to die psychologically at any age.

Sartre[1] emphasizes conscious choice as the sum of our previous choices. He holds that you cannot escape making choices, since not choosing is in fact making a choice.

Jack Mezirow[2] has developed a theory of "Perspective Tranformation" which explains the need for the maturation process in adults to be "transformative." According to his theory, adults in transition need to be alienated from previously held roles in order to frame new perspectives and live with a greater degree of self-determination.

Roger L. Gould,[3] in what he refers to as an "adult Dr. Spock book," warns that adulthood is not a plateau. It is a dynamic and changing time for all. Adults who come for counseling or further education are considering what life has been and what it could be. Forced to see the need to create one's own life rather than just live out destiny, adults become progressively freer to determine their own lives. The commitment to nurture self-growth demands an ever-increasing match of talent to career, while balancing the needs for security and freedom.

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[1] Paul Sartre, Existentialism (New York: Philosophical Library, 1947).

[2] Mezirow, Education for Perspective Transformation (New York: Center of Adult Education, Teachers College, Columbia University, 1978).

[3] Roger L. Gould, M.D., Transformations: Growth and Change in Adult Life. (New York: A Touchstone Book, Simon & Schuster, 1979).

Career counselors can no longer limit their goals to helping people make new career and educational decisions. They must recognize that adults in career transition need a new dynamic self-view resulting from their transformation. There is no turning back once the transformation occurs.

The Career Seminar described in this manual is based on these views. These concepts underlie all the activities, exercises and materials used in the seminar. Counselors should always keep them in mind.

B. A Definition for Counseling Adults in Career Transition

Counseling should stimulate people to think and feel in ways that lead to new self-concepts and behaviors. Career counseling for adults in transition helps them assess their previous behavior and self-concepts and take charge of the changes they need to make to fulfill their human potential in the world of work. It helps adults recognize culturally induced dependency roles and relationships and act to overcome them. It empowers individuals to re-examine their career choices at any point in their lives and, through better understanding of themselves and of the world of work, to realistically choose, change or adjust career goals. As adults gain self-understanding, they will be liberated from the ingrained views that have kept them locked into jobs.

A distinction must be made between "jobs" and "careers." A job is an expedient way to earn a living; a career is based on a choice for self-fulfillment in the world of work. One can draw on Abraham Maslow's "Hierarchy of Needs" to understand the development of a "career" goal. Once we accept the human need for self-actualization, the distinction between "job" and "career" becomes clear.

Career counseling is distinct from therapeutic counseling. Therapy or personal counseling is suitable for individuals who have deep-seated problems related to a wide range of life situations. Therapeutic counseling requires special skill and training. Most career counselors have not had the benefit of such training and should restrict their counseling to their own area of expertise and make appropriate referrals for clients who need therapy.

To counsel adults in career and educational transition, one must have a genuine interest in people. One must also be convinced that each individual is important and unique, and that each individual is able to change, to choose, and to assume responsibility for his or her choices.

C. Characteristics of Adults in Career Transition

Factors that distinguish adults from young people in career development:

Most adults tend to feel the pressure of time.

Many adults believe that one's ability to learn diminishes with age.

Adults often feel stuck in a job they did not plan to take.

Changing careers is a risk for most adults.
Adults sometimes have a sense of "last chance."

Many adults seek a career change because of a life crisis.

Some adults want greater financial rewards.
Adults often need financial aid for further education.

Adults usually have diverse and extensive life experience.

Adults have less time flexibility and less geographic mobility than young people.

Adults are often haunted by past academic or work failures and use them as obstacles to career change or further education.

Adults usually have family responsibilities.
Adults are usually volunteer students.

Most adults expect to take some responsibility for their work.

Adults often underestimate their own abilities.

Adults usually can manage only part-time study.

Adults may have non-transferable skills, yet seek new careers.

Adults may require new careers because their jobs have become obsolete through technological change.

Triggered by diverse motivation such as technological job obsolescence, plant closings, divorce or widowhood, or the empty-nest syndrome, adults have amazingly similar needs in their search for career changes. This manual is designed to help lessen their anxiety and give focus to their process of change.

D. Review of Counseling Techniques

1. Basic Assumptions

Each person is unique and lives in his or her own time, place, body, mind and social situation; everyone's data are special and significant.

The effective climate is one of suspended judgment.

It is important to be both objective and empathetic.

Successful counseling is measured by changes for the better, but often this is not visible until much later.

The important person in the counseling process is the individual seeking change.

Counseling is not just talk, it is planned, hard work. Good intentions are not enough.

The counselor is responsible for providing a group atmosphere that permits growth.

Change in the individual is not a miracle or mystery, though often it seems so. It is the result of growth as a product of good counseling.

Career counseling should help adults experience a perspective transformation--to understand and overcome cultural stereotypes and dependency roles.

The counselor's role is to help the adult make independent, informed decisions, not to dictate changes.

Awareness of risks in career change is basic to setting realistic goals.

2. Definitions of Terms

a) Exploring: Drawing out and making clear problems and anxieties in the client's life.

b) Informing: Offering, at the right moment, useful information about counseling, referral, testing, educational programs, the world of work, etc. This should include determining whether the individual has fully understood the information.

c) Attending to Nonverbal Behavior: Noting the person's gestures, postures, facial expressions and the like, and commenting on them in a way that connects them usefully with the counseling process.

d) Helping with Goal Setting: Assisting the client in setting goals that are specific, relevant and attainable, and whose attainments can be verified. The individual's commitment to these goals must be clear and explicit.

e) Emphasizing: Underscoring one's own comment or a statement from the person by repetition or by changing one's tone.

f) Reassuring: Offering support and encouragement when the person's anxieties threaten to block the counseling process.

g) Making Connections: Helping the individual to see patterns, recurring themes, and logical connections in apparently unrelated data.

h) Hypothesis Testing: Coming up with hypotheses about the person's behavior and testing them out with the client.

i) Restating: Putting the person's statements into different words so as to clarify their implicit meanings.

j) Clarifying Feelings: Helping the individual to understand his or her own feelings during the interview and at other times, and to see how they are helpful or hurtful.

k) Confronting: Making the individual face crucial realities that he or she would rather ignore.

l) Interpreting: Helping the person to see the deeper meanings and larger implications of his or her words and experiences.

m) Summarizing: Briefly reviewing what has been said during an interview, or during any part of one, and drawing attention to the essential points. The practical importance of these points should be brought out, as should the person's reactions to them.

n) Providing Closure: Concluding an interview segment, whole interview, or the entire counseling process in such a way as to make the individual feel that a given problem has been resolved or at least that it has been defined; and that all loose ends have been tied up, or accounted for.

3. Counseling Components

a) Initial Session or Stage

1. The first session or initial stage of any session is crucial in the counseling process. Each person should feel included in the group.

2. The person should leave the first session or initial stage of any session confident that it will be possible to resolve problems and move toward self-fulfillment.

3. If you get right down to business, it is likely that the client will, too.

You can say:

> "So, what brings you here?"
> "I understand you're looking for help in deciding about what kind of work you'll be doing in the future."

4. Be direct, confident, knowledgeable and non judgmental, not nervous or bumblingly solicitous.

5. Your job is to help individuals help themselves. Clients should be encouraged to take charge of career decisions and move toward self-realization in the world of work.

b) Determining Why the Individual Seeks Counseling

"Presenting problem" is a bad phrase. People do not have clearly defined "problems" as in math textbooks. People have worries, difficulties and situations with which they are trying to cope.

c) Determining the Client's Expectations

If the client's expectations of the counseling differ from yours, you have misrepresented your role. This sort of misrepresentation can hamper the counseling process. You can be nice, understanding, knowledgeable, and good at getting the person to talk, and still totally fail if you do not know what the person is really seeking. Give a clear sense of what counseling is.

1. Be frank and straightforward.
2. Don't make any promises you cannot keep.
3. Describe the sort of counseling you actually do, not the kind you've read about.
4. Explain your role in the process.
5. Explain the client's role--above all, that it is work.

If you have done this correctly, you should be able to ask at any given point:

> "What has this got to do with what we set out to achieve?"

d) Explaining Confidentiality

Make absolutely clear who will have access to the individual's data, who will use it and how. Do not "protest too much" about the sanctity of confidentiality. Excessive rhetoric will create more suspicion than it allays.

e) Determining the Structure for Counseling

Explain that the counseling process is not haphazard, but planned. The individual should play a part in the structuring of counseling time, at least to the extent of setting priorities. You can always step in if the person goes off on an unhelpful tangent.

f) Setting Goals

A good counselor always thinks in terms of goals. When setting goals for counseling,

1. Define present behavior.
2. Discuss new behaviors that will replace it.
3. Choose goals that mean something to the client.
4. Choose goals that can be attained or partially reached.

Ask yourself:

Will the goals the person is setting allow for some early, specific successes?

How can I help the individual set his or her goals without giving the impression that _I_ am setting them?

You should help the individual distinguish between short-term and long-term goals.

g) Summarizing and Evaluating

In reviewing a session, you should refer to the person's expectations, explain the importance of various discussions, interpret the person's behavior during the session, recapitulate the goals he or she has set, and give a process analysis of the session. Assign psychological homework and specific tasks, such as researching certain organizations at a career and educational resource center, or meeting with career contacts.

An individual should leave each session with a clear sense of what he or she is going to accomplish before the next session. This builds a firm connection between the counseling process and the rest of the person's daily life. Such homework also helps the person take charge of his or her own life.

h) Providing Closure

Closing remarks that are merely polite ("I certainly enjoyed talking with you") are less effective than those which reinforce a sense of purpose ("We'll talk again next week at eight. I hope you'll have done some work on the matters we discussed so that we will have some concrete information to work with.").

Be careful not to develop attitudes and behavior that sustain the dependency of people in career transition. Always work to empower individuals to be responsible for themselves, their choices and their actions.

E. Group Counseling Techniques

Characteristics

The counselor is not a member of the group.

The group process facilitates the growth of individual goals.

Group interaction is a potent means, not an end.

Natural group pressures should not be reinforced by the counselor and care should be taken to avoid emotional excesses. No tears!

The rule of confidentiality is essential to everyone's comfort.

Avoid gossip.

Each member of the group should speak for himself or herself.

Each session builds on the previous interchanges and consistent attendance by all members is important.

In group counseling a number of people compete for attention as well as cooperate in helping one another.

In some respects the resources of a counseling group increase with its size up to a point. This varies with individual counselors.

The group is not a mystical entity. It provides individuals with the chance to develop strengths that could not be achieved without the group process.

Group counseling should be supplemented by individual counseling of the members.

F. Group Counseling Leadership Skills

1. Clarifying feelings

   When appropriate, you need to identify, clarify, and draw attention to the person's feelings.

   Effective counseling:

   > "Were you aware that you had difficulty talking about changing jobs?"
   >
   > "Perhaps you could tell us in more detail what feelings you have when you think about that."

2. Interpreting behavior

   Your alertness as the counselor is needed to notice significant behavior of a group member, whether active or reactive. At times, drawing the group's attention to such behavior and its meaning will advance the counseling process.

Effective counseling:

> "I notice that Mary is smiling. Does that mean, Mary, that you are in general agreement with what Bob is saying?"

3. Clarifying ways of thinking

The main goal of counseling is to help people change their way of thinking. Clearer, more rational thinking will result in more productive emotion and more responsible useful behavior.

Effective counseling:

> "We seem to be explaining things for each other rather than helping each person to explain himself or herself more effectively."

4. Questioning

You should evoke only material that is appropriate for the group to focus on. Merely being "provocative" in a haphazard way, without offering encouragement or interpretation, is more threatening than helpful.

The group will move along more effectively if a question is addressed to an individual rather than the whole group.

Effective counseling:

> "What did you get out of being upset that you didn't finish college?"
>
> "Give us an example of what you mean, Alice, when you say that no one understands you?"
>
> "What exactly do you mean when you say you don't have time to look for a new job?"
>
> "Jane, did you notice that Robert and Larry expressed concerns very similar to yours?"

You must always be accepting, supportive, and non-judgmental, but must also, at times, confront the client with inconsistencies in his or her thinking, emotions and behavior. The object is to point out such inconsistencies, evasions, and self-defeating behavior in a way that shows concern for the client's growth--not annoyance with the client, or pride in your own cleverness.

In conveying acceptance of the client while confronting him or her, the counselor's tone of voice, body language, and facial expression are as important as the words used.

5. Information Giving

Hard information is important in career counseling; it can be provided by you or by any member of the group. When questions about schools or businesses, referrals, scheduling, or counseling procedures come up in the group, you should decide whether it will be most useful to answer immediately (in full or in part) or after the session, to refer the questioner to another information source, or to turn the question over to a member of the group who has some knowledge in the matter. However, be sure that it is dealt with to the person's satisfaction at that session. You may not have another chance.

6. Initiating

Have a plan of action for each session. Do not rely on inspiration or chance or the ability of the group members to make the best use of counseling time. Keep in mind that the mood should encourage an in-group process, not a wrapped up package.

7. Being supportive

Through words, inflection, gesture, posture, and facial expression, you can be effective, reassuring and encouraging to the client who must deal with painful issues. Though ultimately the client grapples with such issues alone, your sympathy and understanding can make the job bearable.

Effective counseling:

> "Marge, it's terribly difficult for you to talk about your past failure in school, isn't it? You have kept all your deep feelings to yourself for a long time, and examining them here in the group is tougher than you thought it would be. But you've made a brave beginning. You've shown how strong you are in many ways, and you can use this strength to deal with your past failures and prepare yourself for future successes. I recognize the pain this is causing you, and I respect your strength in grappling with it."

8. Intervening

You should intervene when:
a) A group member presumes to speak for the whole group.
b) One member presumes to speak for another.

c) A member dwells on persons, events, or situations outside the group.
d) A member rambles on and bores the group.
e) A member of the group is being too emotional.

At such times, your authority may be necessary to help members keep group time from being wasted.

9. Dealing with silence

Even if some members of the group are unnerved by silence, you should never talk for the sake of talking. Silence is often productive.

10. Goal setting

Help individuals set goals that are:

a) Discussed
b) Specific
c) Relevant
d) Achievable
e) Such that clients know exactly what to do, and when and where to do it.
f) Sometimes open-ended

11. Providing Closure

When further attention to an individual or to a specific issue is unlikely to be helpful, or when a discussion has become repetitive or irrelevant, help the group to move on. First, however, a summary and sense of closure should be given to the person who has the group's attention.

Effective counseling:

> "Joe, you have a firm understanding of what you've been doing that you'd like to change, and you have specific goals to work on between now and next week. Unless you feel that continuing would be of further help to you, we can shift the focus now and ask if there is someone else who would like to discuss what they are working on. How about it, Joe? Have we left any stones unturned?"

A counseling session should not end like a football game, with time simply running out. The counselor should anticipate the end of the session and provide closure by summarizing, reminding members of the homework that has been agreed upon, and creating a sense of continuity and expectation for the next session.

Effective counseling:

> "Max, you know what it is you're going to do now. Next week we will begin with __________. If anyone wants to see me or call me I can be reached at ___________. See you next week."

Closures for the entire seminar are provided at the final session in which loose ends are tied up, the achievements of the counseling are appraised, and members decide what developmental plans they will follow hereafter. Remember that there is no FINAL ANSWER to career development. Keep it open-ended.

Section III

THE COUNSELING STAFF

A. Counselor Qualifications

The kind of background and skills that counselors bring to the group career counseling process also referred to as the Career Seminar will significantly affect the quality of the program. It is recommended that every counselor in the program have an earned Master's Degree in counseling. That is not to say that everyone with that educational qualification is necessarily suited for the position. There is, however, an assumption that those with Master's Degrees in counseling have learned the fundamental theories and practices. One cannot take lightly the dangers inherent in counseling adults in transition, people who often have high degrees of anxiety, poor personal integration, and feelings of inadequacy. A career counseling program with integrity needs some standard for insuring that the counseling staff has a basic understanding of human behavior and the professional skills needed to fulfill the goals of the program.

Counselors for adults in career transition should also have undergone career changes themselves. It is important to seek out counselors who have experienced some kind of life crisis and gone through a perspective transformation of their own. Although it is not essential that counselors be similar to their clients culturally, ethnically, or vocationally, it is essential that they should have dealt personally with career and educational transition. Such counselors also serve as role models for their clients.

Career counselors for adults in transition should be non-judgmental, but not afraid to express their personal values as their own opinion when asked. This is part of role modeling. They need to display an openness and flexibility about new ideas and behavior as well as a genuine acceptance of people from all segments of our population.

In the same vein, administrators of the program should have at least the same academic credentials and personal and vocational experiences as the counselors. They should have an expertise in the field of adult education as well as a demonstrated ability to administer, organize and supervise. Excellent interpersonal skills are also called for.

B. Counselor Selection

Adults in career transition are often available only after work, in the evenings, and on weekends to attend the Career

Seminar. It may be difficult to find professional career counselors who will work at those times. However, a rich pool of qualified counselors who have full-time positions in other settings are often available for evenings and weekends. Sources such as the following may be used to recruit counselors.

1. Advertisements in the local newspapers.
2. Contacts with graduate schools which offer Master's Degrees in counseling.
3. Local School Districts Guidance Departments.
4. Local professional associations such as the American Personnel Association; the National Association of Women Deans, Administrators and Counselors; Adult Education Association.

Suggestions for Questions to be Used When Interviewing Career Counselors

1. Tell me about yourself.
2. How do you consider career counseling of adults to be different from counseling those under eighteen?
3. Could you describe your approach to career development for adults?
4. What do you think distinguishes group counseling from individual counseling?
5. What in your background helps you relate to working people in career transition?
6. What do you consider to be your strengths?
7. What are your weaknesses?
8. Why did you choose counseling as a career?
9. What is your counseling framework?
10. How do you know you are a skillful counselor?
11. Do you have any questions?

C. Counselor Training

Once the program is established, training for new counselors who are to offer the Career Seminar should be as follows:

1. Counselors should be given a copy of this manual and manuals of tests used--i.e. the Manual for the SVIB-SCII Strong Campbell Interest Inventory (third Edition) or The Omnibus Personality Inventory and the book "If You Don't Know Where You Are Going You'll Probably End Up Somewhere Else" by David Campbell.
2. If possible, before leading a group they should participate in a Career Seminar. Make clear that they are to join all the exercises and function as an equal member of the seminar group. They can use the manual to prepare for the sessions. The administrator of the program must be available to

counselors in training for discussions of all aspects of the program.

3. If no seminars are available for the counselors in training to attend, the administrators of the program should offer enough special training to discuss each of the seminar sessions in detail, to orient the counselors to the seminar's point of view, and to familiarize them with the procedure and materials used in the seminar.
4. All counselors in training should complete the Strong Campbell Interest Inventory and the Omnibus Inventory. They should review their results either in the seminar they attend or during the training provided by the administrator of the program.
5. Although some counseling staff may be permanent, other counselors may be working part-time in the evenings or on weekends. If and when counselors leave, a pool of trained counselors should be available to fill the empty places.
6. In keeping with the philosophical overview of the program, every opportunity should be provided for the counseling staff to continue their own career development, to assess where they are and where they want to go. The administrator should serve as career counselor for the program's staff. The dynamic view that we are always on the way must prevail for all.

D. Staff Development

Since the counseling staff may be part-time, and since the seminars may be offered in various locations, it is essential that staff development be provided.

The administrator of the program should establish a systematic procedure for duplicating and forwarding new career and educational material to each counselor. The world of work is in constant flux. Career counselors cannot be expected to have a wealth of up-to-date information at their finger tips, but they should be given important new information as it becomes available.

Establishing a professional library, a collection of books and periodicals for counselors to share with each other, is valuable to staff development.

Regular staff meetings should be held to discuss new career and educational information, new counseling techniques and specific clients. These may be held monthly.

Periodically, the administrator of the program should attend a seminar session. The administrator might ask to be invited to attend a session in which the counselor needs help, or one which he or she feels especially good about.

After the visit, a conference with the counselor, either in person or on the phone, should take place. This is an opportunity for the administrator to offer professional advice about the counseling techniques observed, and for the counselor to discuss his or her counseling skills. The visits should also help the administrator evaluate the effectiveness of the seminars.

Section IV

THE CAREER SEMINAR

A. Seminar Overview

The career seminar described in this manual is to be conducted in a group counseling format. Group counseling is a most effective model for helping individuals explore themselves, clarify their values, examine their options, establish short and long range goals and make decisions.

Career counseling focuses on four major areas: self-assessment, career exploration, decision making and taking action. The Career Seminar encompasses these areas. It consists of 7 two-hour group sessions and a one-hour individual counseling session. A seminar with 12 participants is ideal. But seminars conducted with from 7 to 20 people also can be successful.

Seminar participants are taken through the following processes:

Self-Awareness:	Participants are encouraged to examine how they feel about their lives and their work/life accomplishments, and to ask themselves specific questions to stimulate new ideas for realizing their career potential.
Self-Assessment:	The Strong-Campbell Vocational Interest and the Omnibus Personality Inventories or comparable tests are used to help participants develop a sense of identity and define their career interests, work values and personality preferences.
Skills Assessment:	Using exercises developed expressly for the target population, adults in Adult Basic Education programs and others in career transition learn how to identify the skills they possess, transfer their skills to other occupations and identify new skills they need to enter or change careers.
Strength Bombardment:	Using specially prepared checklists, self-appraisal forms and feedback in the group setting, participants become aware of and gain confidence in their abilities and strengths and realize that they can bring them to any job. Participants also learn how to describe their positive attributes to potential employers.
Career Exploration:	Using career and educational resource materials, participants gain a better knowledge of the world of work and the variety of options

available to them. Participants gather information about work settings, education and experience requirements, the nature of the work, job opportunities and earning potential in several career fields that interest them.

Decision Making: As participants begin to focus on a career field and a particular type of job to pursue, they are shown how to consider and weigh their interests, work values, skills, and preferences. Decision-making strategies and risk-taking behaviors are examined. Individuals are introduced to problem-solving, information processing and consideration of life goals, risks and time frames, all of which accompany decisions.

Goal Setting: Participants are encouraged to establish tentative career and/or educational goals. They learn to establish short and long range goals.

Exploration of Educational Options: Information about traditional and non-traditional learning programs is presented. Participants learn how to assess educational programs.

Job Hunting: Participants learn how to conduct a successful job hunt. Networking and job search methods are covered. Participants complete sample job applications, resumes and sample cover letters. They also learn how to obtain, prepare for and participate in employment interviews. Role playing is provided, focusing on effective communication and presentation.

Taking Action: The seminar concludes by reinforcing the ability of participants to carry out the educational/career action plans they made in the seminar.

Participants leave the seminar with the knowledge that they can be in control of their lives. They will have learned a logical step-by-step process which they can use on their own as they confront future career choices.

B. Procedures and Materials

1. Physical Arrangements

The following physical conditions must be provided.

a) Seminar meeting room.

1) The room should be big enough for 12 to 20

seats arranged in a circle.
2) There should be a door or some other guarantee of privacy for the seminar session.
3) The chairs should have writing arms, or a table should be available around which chairs can be arranged to provide a writing surface.

b) Individual counseling session arrangements.

1) A private space with two chairs must be available where two people can meet.
2) A desk is desirable but not required.

c) Participant file storage.

Participant files must be stored so that complete confidentiality is maintained. They can be kept in a locked desk drawer or file cabinet.

d) Storage of seminar materials.

A system for storing the seminar materials must be provided. They may be kept in a file cabinet, storage closet, or cardboard boxes.

e) Arrangements for duplicating.

A photocopier should be available for counselors to duplicate individuals' finished resumes, which are to be filed in each participant's file.

f) Telephone

A telephone should be available for staff to contact participants.

2. Materials

Many specific materials and tests are referred to in the description of the seminar to provide the reader with a complete model.

Other comparable materials may be substituted and should be periodically updated to reflect current trends and local needs. Some suggested alternatives are included in the Appendix.

An identification number can be assigned to each piece of material used in the program. A requisition form can then be used by counselors in ordering materials as needed. The I.D. numbers also provide a workable system for filing the materials.

Care should be taken to review materials and replace or add new pieces as they become available. It is very discouraging for adults to have to use obsolete materials.

3. Information/Orientation Sessions
(2 hours)

A group orientation session should be provided for those interested in joining the Career Seminar to learn about its purpose and scope, and to complete the registration intake form, the Strong Campbell Interest Inventory and the Omnibus Personality Inventory. It is more effective to provide these sessions than to offer individual time to each prospective participant. By using a group session for the testing, shy individuals are eased into group participation which they might otherwise fear.

Materials Used

a) Registration (Appendix p. 4)

b) Interest Inventory question booklets.

c) Interest Inventory answer sheets.

d) Personality Inventory question booklet.

e) Personality Inventory answer sheets.

f) No. 2 pencils with erasers.

g) 8" by 11-1/2" envelopes.

h) "Administering the OPI and Strong Inventories" (Appendix p. 12)

4. Guidelines for Conducting Information Sessions

a) Establish an open and accepting climate.

b) Arrange for everyone to sit around a table or in a circle.

c) Request each participant to complete the registration or intake form on arrival.

d) Distribute program brochure and/or other relevant materials.

e) Conduct group counseling intake session.

    1. Introductions, including counselor's.
    2. Brief description of backgrounds and why

they came. Counselor can begin to locate common concerns and foster group interaction.
3. Explain the Career Development Seminar.
4. Session closure attending to specific needs of individuals.

f) Request everyone to complete the Strong Interest Inventory and the Omnibus Personality Inventory. Make clear that everyone who wishes to attend the Career Seminar must complete both inventories.

Administer the OPI and Strong Inventories (Appendix p. 12). Point out that envelopes are available for those who do not have time to complete both inventories right away. Suggest that the Strong Interest Inventory be completed first so that it can be sent to the computer for scoring.

g) Allow time to see individuals who need further assistance.

5. Clerical Support Staff

An office worker is needed to provide clerical support for the Career Seminars.

Office worker responsibilities include:

a) Processing all registrations.
b) Maintaining a master card file of all participants.
c) Keeping a participant file for each individual.
d) Mailing people notices of seminar dates.
e) Scoring the Omnibus Personality Inventories.
f) Mailing the Strong Interest Inventories to be computer-scored.
g) Mailing all correspondence for the seminars and the program.
h) Keeping accounts of all expenditures.
i) Paying all the bills.
j) Ordering supplies.
k) Maintaining seminar materials files.
l) Duplicating materials as needed.

6. Participant Files

A file should be kept for each participant. Its purpose is to keep all the participant's records in one place for the counselor's use and, later, for the use of the person who wishes additional counseling after conclusion of the seminar. It is of critical importance that participant files be kept with care and in the strictest confidence. The office staff and anyone else who is entitled to see the files must be committed to this policy. They should be instructed not to discuss participants with others. If any individual is known to them socially, they should be cautioned not to reveal that they know the person has sought career counseling.

Storage space must be provided in the central office where all closed files can be kept in complete confidence. The integrity of the program can be maintained only if participants feel free to discuss their problems, assured that they are dealing with professionals.

Each participant file should contain the following:

a) Registration (Appendix p. 4)

Design an intake form which meets your needs. Be sure to think about how you wish to use the information collected. In general, the purpose is to provide the program with demographic statistics and the counselor with basic facts about each client.

b) Contact Sheet (Appendix p. 15)

A contact sheet should be placed in each person's folder. Every time a counselor, office worker or administrator of the program deals with a participant, it should be noted on the contact sheet. This provides a running account of the participant's activity and serves as a way for all the staff to communicate with each other about the individual.

Every individual counseling session held, including the one offered as part of the Career Seminar, must be written up on this form. It can also be used when individual counseling is provided to people who do not attend the seminar.

c) Confidential Report on Seminar Participants (Appendix p. 15)

This form is provided for counselors to report on each participant's progress.

7. Seminar Composition

Unless the Career Seminar is being offered to a special group, it should include members from a wide range of socio-economic backgrounds, ages, and educations. The greater the mix, the more exposure each individual will have to a variety of life styles, viewpoints and occupations. For the most part, people who seek career counseling have limited experience and knowledge of the world of work and of how others live. Contact with people who live differently gives them a broader base from which to make their own career decisions.

A seminar of 12 participants is ideal. But seminars with 7 to 20 clients have also been successful.

Once a seminar group is established, the participant files for the seminar should be grouped together. A career seminar attendance sheet (Appendix p.) should accompany them when they are assigned to the counselor who will conduct the seminar. Attendance records for each session must be kept by the counselor and returned with the client's files at the conclusion of the seminar. This helps the administrator gauge the success of the seminar.

8. Guidelines for Conducting Seminar Sessions

a) Begin each session on time.

b) Use name cards preprinted with first and last name in large letters for all sessions. Use first names for everyone, including yourself.

c) Always arrange seats in a circle, or around a table, and include yourself.

d) After the first session, begin each session with group counseling by reviewing participants' feelings and thoughts since the last session.

e) Keep short notes of what occurred during sessions. Use these as reminders at future sessions about individuals.

f) After each session briefly note significant client information on Confidential Report Sheet.

g) After each session, contact those who did not attend, either by phone or with a personal note.

h) In routine form, record what was covered, what material was distributed, and what plans you have made for the next session. (A substitute can then follow through if you are absent.)

i) Try not to use seminar time for doing written exercises, other than those required. Written exercises can be completed at home.

j) Do not substitute or introduce new materials or exercises without permission from the administrator of the program.

9. Follow-Up Procedures

After the first session, it is important to send a follow-up letter to those who registered but did not attend. If they do not attend the second session either, a telephone call may be necessary. People in career transition are uncomfortable with themselves and need some encouragement to attend a program that may be threatening to them.

You should also call those who, after attending for a while, miss two sessions, to find out the reason and to encourage them to continue. At the conclusion of the seminar, many people will have made plans to seek further education or look for a new job. Others will still be in the decision-making stage, while some may still be unable to take any concrete steps toward new career goals.

Everyone, however, will need a certain amount of time to react to the seminar experience. It is important that clients have some time to follow through on the plans made, obtain the additional information they need to proceed, or experience being in school again.

By inviting them to contact you or the counseling service for additional assistance, you can give them the sense of security they require. You may want to identify those who you believe will need additional support and try to contact them a few weeks after the seminar concludes for a short telephone conversation about their progress.

We must also recognize that a certain "halo" effect occurs when the seminar ends. The seminar is designed to provide group members with support, encouragement and strength bombardment. The summation questions they complete at the last session will reflect this. In order for you and the counseling service to find out how the program is working, a follow-up evaluation form should be sent about six months later to everyone who completed the seminar.

10. Seminar Closing

At the conclusion of the seminar, the counselor must close each participant's file, and the seminar as a whole.

a) All write-ups must be completed.

b) The attendance sheet must be completed.

C. Seminar Sessions

SESSION 1

GOALS

TO INTRODUCE GROUP MEMBERS TO EACH OTHER

TO INTRODUCE GROUP INTERACTION

TO INTRODUCE THE SCOPE OF THE SEMINAR

TO STIMULATE SELF-AWARENESS

TO LAUNCH THE CHANGE PROCESS

SESSION 1 OUTLINE

Activity

1. Introductions (20 minutes)
2. Explanation of the scope of the seminar and establishment of guidelines (30 minutes)
3. "The Shield" exercise (50 minutes)
4. Distribute handouts.

Materials

For use during session 1

1. Summary Career Seminar (Appendix p. 21)
2. Book List (Appendix p. 23)
3. "The Shield" exercise (Appendix p. 47)

Handouts

For discussion at next session or for client's information

1. "Caution--School is Open--Drive Carefully" (Appendix p. 48)
2. "More Efficient Reading" (Appendix p. 51)
3. Additional handouts relevant to specialized client groups may be substituted.

SESSION 1 ACTIVITIES

Activity 1. Introductions Time: 20 minutes

OBJECTIVES To Introduce Group Members to Each Other
To Initiate Group Interaction

Explanation

Individuals are often apprehensive about being in a group for the first time. This activity is an effective ice-breaker. It expands group members' information about others' life styles, work and educational backgrounds. Most important, introductions should initiate the group process.

Counselor Instructions

1. Begin by introducing yourself.
2. Ask group members to introduce themselves, taking turns around the circle.

PROCESS

1. Counselor introduction
You can say:

> "I will introduce myself first, then I will ask each of you to do the same."

Describe your own background by highlighting your career changes. Refer to your own return to school and share your feelings about being a student again. Discuss how your opinions about careers, work and school have changed.

2. Group Introductions

Suggest that each introduction need not be as full as yours was. You can say:

> "Let's now go around the circle. Briefly introduce yourself. Tell us a little about yourself and why you joined the seminar."

Create a non-judgmental atmosphere by accepting all information with positive responses and body language. Use reflecting or summarizing statements if appropriate. Establish connections between individuals with similar backgrounds, reasons for joining the seminar or expressed anxieties. Initiate the group process by encouraging group members to react to each other. Briefly summarize recurring themes of the introductions to provide closure.

Activity 2. Explanation of the scope of the seminar and establishment of guidelines   Time: 30 Minutes

OBJECTIVES
- To Explain the Scope and Activities of the Seminar
- To Establish Guidelines for Individual and Group Behavior
- To Outline Each Participant's Responsibilities

Materials

Summary: Career Seminar
Reading List

Counselor Instructions

1. Distribute Summary: Career Seminar and Reading List.
2. Review seminar phases.
3. Discuss each seminar activity.

PROCESS

Explain the seminar phases and point out how the group process will be helpful. Emphasize the seminar's focus on the individual.

You can say:

> "You and your decisions are most important. The group does not walk out of this room, you do."

Discuss confidentiality with care. Overemphasis will create a strained atmosphere. The seminar session is the time and place for people to explore new ideas and test short and long-term career plans by talking about them openly with others in the group and by getting feedback.

You can say:

> "Although we will not discuss private personal issues in depth, you are assured that anything you say during the seminar will remain confidential with the group."

Point out that career counseling is not therapeutic or personal counseling. Make clear that the seminar will deal with career and educational decision-making and that you can give referrals for those who wish personal counseling for more deep-seated personal problems. You can also mention that people who seek career counseling often have considerable anxiety because they are uncomfortable in their present situations and that career counseling can help reduce that anxiety.

Stress the casualness of the book review. Explain that the book review is required to increase clients' information and expose them to new ideas. Announce that at the next session they will be asked to schedule their book reviews for subsequent sessions. The book review schedule is necessary so you can provide enough time for the review at each session, and so several people can discuss the same book at the same time.

Say you will, at the next session, ask each person to sign up for an individual interview. Announce the times and dates so that each person can be prepared to sign up.

Activity 3. "The Shield" exercise[1] Time: 50 minutes (10 minutes to complete exercise, 40 minutes for discussion)

OBJECTIVES To Stimulate Self-Awareness
To Launch the Change Process
To Begin Group Interaction

Materials

"The Shield," Pencils or Pen

Explanation

"The Shield" is a required exercise to be completed and processed at the first session of the Career Seminar. Its purpose is to begin the self-awareness process that leads to change. It lets people describe themselves in positive ways. It is the beginning of the strength bombardment process which will continue throughout the Seminar.

"The Shield" is a symbolic recognition of how we view ourselves. With greater awareness of how we view ourselves, and how we want others to view us, we gain the perspective needed to choose what we wish to change in ourselves and what we wish to reinforce.

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[1] Adapted from Sidney B. Simon, Leland W. Howe, and Howard Kirschenbaum. Values Certification. New York: Hart Publishing Company, 1972, pp. 278-280.

Counselor Instruction

1. Distribute exercise.

2. Ask participants to write in their names, to complete the three "I Am Proud..." statements and to fill in their own personal Coat of Arms.
   You can say:

   > "This exercise can help you learn more about yourself."
   > "Take a few minutes to think about the questions."
   > "There are no right or wrong answers."
   > "Take your time."
   > "Draw pictures in the Coat of Arms if you can. Don't worry about your artistic ability. No one will evaluate it. Stick figures will do. I want you to think in broad terms. Drawing will force you to do that. You can label your drawings if you like. You may use words if you find drawing too difficult."
   > "Try to finish before we begin a discussion about this exercise, but you can always add more later."

3. While the exercise is being completed, refrain from talking with individuals. If asked questions about how to complete the exercise, respond in a supportive way, but place the responsibility for deciding the content of each answer on the individual.
   You can say:

   > "Interpret the questions any way you wish. The choice is yours."

4. After the group discussion, collect the completed Shields and file them in each person's file.

PROCESS

Initiate group discussion by asking how the items were completed. Make sure each individual's needs are considered.
You can say:

> "How did you feel about completing this exercise?"
> "What are some things you said you were proud of?"

Reflect on the difficulties people often have in taking credit for their strengths and successes.

When discussing what people would do with one year left to live, you can ask:

> "How do you think traveling will help you escape?"
>
> "What do you think about liking what you are doing now so much that you would want to continue doing it?"

If you find that people have trouble recognizing their "Prouds" or things that they do well or their greatest successes, you can ask:

> "Why are you afraid to give yourself credit for things you enjoy doing?"

When discussing what people drew to represent their "psychological home" it is important to raise the issue of feeling "psychologically at home" in a variety of settings.

You can say:

> "I imagine many of you did not feel very much at home when you walked in here tonight. I hope you will begin to feel more comfortable in this setting as we continue the seminar."

You can ask:

> "What do you think about feeling at home in a work setting as well as in your bedroom, on the beach or sitting on a rock?"

Continue the group discussion, moving from one question to another without any special order. Help participants discover, clarify and express new self-awareness resulting from the exercise.

Provide closure. Collect the completed "Shields".

Activity 4: Distribute handouts

Hand out the following for discussion at the next session.

a. "Caution--School is Open--Drive Carefully"
b. "More Efficient Reading," or "How to Read Faster"
c. "Your Job: The Itch to Switch"

Explain that at each session handouts will be distributed to be read for the next session. Suggest that all seminar materials be kept in one folder which can be brought to each session. But make clear the importance of attending each session even if the material has not been read in advance.

Provide appropriate session closure.

OBJECTIVE To Introduce the Use of the Career and Educational Information Resource Center

Explanation

No one can plan a career without appropriate information. Generally, people who seek career counseling are not aware of the fund of information available or do not know how to get it. A career development program must have access to a career and educational information center, either by making arrangements with a library or by establishing a center of its own. The center should contain books, periodicals, directories and other materials for adults who are in career transition or are going back to school.

Counselor Instructions

1. Visit the resource center as a group.
2. A librarian or other staff member should describe the information available in the center and explain how to use it.
3. If no resource center staff member is available, you can conduct the visit yourself.

PROCESS

Encourage clients to gather information about anything that interests them. Point out that the ability to make realistic career decisions increases with knowledge of the options available. Participants should be directed to investigate several career clusters and learn about various occupations. Materials such as the Occupational Outlook Handbook, educational directories and occupational files should be introduced and explained. The visit to the resource center can reinforce an important theme: that it is possible to experiment with new ideas and new career goals at any point in life.

Activity 2. Establish Individual Appointments and Book Review Schedule Time: 5 minutes

Counselor Instructions

Pass around the appointment and book review schedule.

SESSION 2

GOALS

TO INTRODUCE THE CAREER AND EDUCATIONAL INFORMATION RESOURCE CENTER

TO FACILITATE SELF-ASSESSMENT

TO INITIATE THE DECISION-MAKING PROCESS

SESSION 2 OUTLINE

Activity

1. Visit the Career and Educational Resource Center (20 minutes)
2. Establish individual appointments and book review schedule (5 minutes)
3. Review thoughts about last session (15 minutes)
4. Group discussion about materials handed out at last session (20 minutes)
5. Explain the Omnibus Personality Inventory results (60 minutes)
6. Distribute handouts

Materials

For use during session 2

1. OPI Description of Scales (Appendix p. 60)
2. Omnibus Personality Inventory Profile Report Forms (to be found in each client folder)

Suggested Handouts

For discussion at next session or for clients' information

1. "Time Management" (Appendix p. 62)
2. Other appropriate materials may be substituted.

SESSION 2 ACTIVITIES

Activity 1. Visit Career and Educational Resource Center Time: 20 minutes

PROCESS

Explain that individuals are responsible for keeping their appointments and that you are to be notified of any change. It is important that you establish a non-threatening atmosphere about the book, movie or television program review. A reaction to a movie or a television program that deals with career issues can be substituted for a book review. Comments about a personal interview with someone who works at a job of interest also may be used. Point out that they need not be longer than a few minutes.

You can say:

> "A few sentences about what you liked or did not like about the book will be fine."

Activity 3. Review Thoughts About the Last Session — Time: 15 minutes

PROCESS

Allow participants to express their reactions to the last session. Use this activity to stimulate group interaction, to clarify feelings about the last session, and to facilitate the change process. This activity should take place early in the session at each of the following sessions. Hereafter it will not be discussed in this manual. It will be listed as an activity.

Activity 4. Group Discussion About Materials Handed Out At Last Session

"Caution--School is Open--Drive Carefully"

"More Efficient Reading" or "How to Read Faster"

"Your Job: The Itch to Switch"

PROCESS

Discuss why many adults find they need further training or education to make career changes, gain greater job satisfaction or move up in their present jobs. Discuss lifelong learning and its impact on higher and adult education. Explain how adults differ from younger students. Discuss skills adults may need to develop on returning to school; e.g., time management, study skills. Be sure to emphasize that adults usually meet with success as re-entry students because they are highly motivated, have life and work experience, are usually volunteer students and are, for the most part, better learners than they were when they were younger.

Activity 5. Explanation of the Omnibus Personality Inventory (OPI) Time: 60 minutes

OBJECTIVES To Facilitate Self-Awareness and Self-Assessment
To Initiate the Decision Making Process

Explanation

The counselor's OPI manual states:

> "The Omnibus Personality Inventory (OPI) was constructed to assess selected attitudes, values and interests, chiefly relevant in the areas of normal ego functioning and intellectual activity."[1]

The OPI is used in the seminar because it is an effective and efficient way for people to gain insight into how they view themselves. The results however, must be recognized as simply being a reading of one's various personality characteristics at the time the inventory is completed. It can be helpful in the change process only if the results are understood to be changeable. Individuals can be helped to discover which characteristics they want to change and which they want to strengthen.

Counselor Instructions

1. Be sure to examine each person's OPI profiles before the session. Look for those that indicate a high degree of anxiety, a high impulse expression level and low personal integration: they may signify deep seated personal problems. It is essential that you be especially sensitive and attentive to those people.
2. In cases where the anxiety, personality integration and impulse expression are extreme, you should suggest at the individual session (or even privately before) that the person should seek professional help with personal problems that may stand in the way of making an important choice.
3. Give each group member his or her OPI Profile Report Form.

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[1] Heist and George Yonge. Omnibus Personality Inventory, Form F Manual. New York: The Psychological Corporation, 1968, p. 1.

4. Distribute the description of the OPI scales.
5. Be familiar with the content of the Omnibus Personality Inventory Form F Manual.

PROCESS

Introduce the OPI results by saying that the inventory is not a test of ability, intelligence or aptitude. Remind the group members that none of the questions deals with facts, mathematical problems or grammar. Explain that their profiles only reflect how each person felt about the questions at the time he or she completed the inventory. Instruct everyone to try to identify the scales they are satisfied with and those they would like to change. Explain how to read the graph found on the profile. Point out that the numbers on the right side of the graph have no meaning: they are merely used to develop the graph. Make clear that the 50 represents the mid-point and that the farther to the left or right their scores fell the more they identified with the descriptions given on the left or right of the OPI "Description Scales Sheet".

You must state clearly and often that there are no right or wrong scores. Re-emphasize that each profile reflects how each person felt about the questions at the time he or she completed the inventory. Be sure to say that the OPI results often change when individuals set new career or educational goals.

Explain that you will collect the profiles and that notes about their own profiles may be made on OPI Description Scales you have given them. Point out that you have only one copy of each person's results, which will be kept in each person's folder. Since this profile requires interpretation, it is not wise to release it where others may see and comment on it without knowing what it really means.

You can say:

> "If you ever want to continue with the career counseling process you can reopen your file, take the OPI again and see how the results have changed."

Explain each of the scales by first reading the descriptions in the handout. Be sure you begin each description with "You said you......." Show that each person is responsible for completing the inventories. In response to questions like:

> "Why does the test say I am like that?"

You can say:

> "You were responsible for the answers.

> You completed the inventory. There is no invisible mythical being to whom these results can be traced."

Introduce the concept of personality as something changeable, controllable and responsive to life situations, individual motivation and goal achievement. The dynamic view that we are constantly reacting to our environments and constantly making choices about how we spend our time, money and effort, how we view ourselves, how we want others to view us, and how we view others is intrinsic to the career development process.

Always read the descriptions to the left first. Point out that the descriptions explain the extremes and that scores for any scale that fall between 40 and 60 can be considered moderate.

Before reading the descriptions, explain the broad categories which are identified by the white and blue bands and which cluster the scales.

You can say:

> "The first four scales which fall in the first white band represent how you feel about being involved intellectually."
>
> "The next two in the blue band reflect your views about your independence or dependence."
>
> "The next white band tells you how you feel about your social and emotional adjustment."
>
> "The next four scales are treated individually and I will explain them later."

Proceed to read the descriptions of the scales, always reading the left side first and always beginning with:

> "You said you........"

Pause after each description to allow for questions or reactions.

You can ask:

> "Are there any surprises?"

You can point out that when the intellectual involvement scales fall very much to the left they may reflect the anxieties of adults with histories of poor academic achievement. Be sure to emphasize that those scales are the first to change once adults establish new career goals requiring further education, or successfully learn something new.

When discussing the autonomy and religious orientation scales, help people analyze their ability to make their own decisions.

As you explain the social-emotional scales, point out that most people in career transition have high levels of anxiety.

You can say:

> "A certain degree of anxiety is productive. People don't usually make changes unless they are uncomfortable in their present situation. Some anxiety is often necessary to force a change."

Extreme profiles in this category may indicate a need for further personal counseling.

You can say:

> "If you are feeling very anxious, you may want me to refer you to personal counseling.
>
> In many instances, combining the career development seminar with some in-depth personal counseling will help people choose valid career goals and resolve some personal conflicts."

People can use the altruism scale to link their interests in helping others with their career goals. Encourage them to break away from their stereotyped view of women as helpers and men as self-interested. Do not let yourself become defensive about the femininity and masculinity scale.

You can say:

> "This scale has nothing to do with sexuality. It simply gives you a different perspective on what you said your interests are. As our society changes its view about female and male roles, the scale will most likely be modified to accommodate it."

Do not spend too much time on response. Help people remember how they felt on the day they completed the inventories, which would partly explain their scores.

Throughout the explanation of the OPI results, allow time for group discussion of any of the scales, both in general terms and for each individual as needed.

Focus on the change process and on the participants' ability to take control of their behavior and personality.

If someone insists that the test does not "fit," you can check to see that the scoring is correct. Also, occasionally you may want to re-test to make a person feel comfortable with the results. If the test were taken at a time of great stress, retesting may give a more accurate profile.

Provide closure by summing up the discussion. Tell group members to prepare for the next session thinking about their OPI results and particularly about which scales they would like to change and which reinforce.

Collect the OPI profiles.

Activity 6. Distribute handouts

Hand out the following for discussion at the next session.

1. "Life-Span Interview"
2. "Hang-Ups That Prevent Women From Having Enough Time"
3. Other appropriate materials

SESSION 3

GOALS

TO CONTINUE THE SELF-AWARENESS PROCESS

TO RECOGNIZE CAREER INTERESTS

TO IDENTIFY NEW CAREER OPTIONS

SESSION 3 OUTLINE

Activity

1. Review thoughts about last session (10 minutes)
2. Group discussion about materials handed out at last session (15 minutes)
3. Assign "Shoulds" exercise (5 minutes)
4. Book reviews and group discussion (20 minutes)
5. Explain the results of the Strong-Campbell Interest Inventory (60 minutes)
6. Distribute handouts

Materials

For use during session 3

Strong Vocational Interest Inventory Profiles. (To be found in each client's file)

Handouts

For discussion at next session or for clients' information

"Do You Stereotype Yourself?" (Appendix p. 68)

SESSION 3 ACTIVITIES

Activity 1. Review thoughts about last session (10 minutes)

Activity 2. Group Discussion about Materials Handed Out at Last Session — Time: 15 minutes

OBJECTIVE To Continue the Self-Awareness Process

Discuss "Hangups That Prevent Women From Having Enough Time"

PROCESS

This article can be used to raise group members' awareness of the many roles adults play. The responsibilities involved in these roles often keep people from recognizing and attending to their own needs. Although the article is concerned with women, it can apply to men as well. Point out that the man's responsibilities as breadwinner, just like the woman's burdens of housework and childcare, can keep him from risking a career change.

Activity 3. Assign "Shoulds" Exercise — Time: 5 minutes

Listen for a participant's statement that expresses the feeling that he or she should take certain action or should behave in a particular manner. Use this opporunity to assign the "Shoulds" Exercise.

You can say:

> "I'm glad you said that. It gives me the chance to assign a special exercise, one I particularly like. Between now and the next session, keep a list of your "shoulds" for the week. Informally jot down things you find yourself thinking you should do: clean the basement, polish the car, look for a new job, call your aunt, write to an old friend, play catch with your son. Carry the list with you and keep adding your 'shoulds.' Bring it to the next session. We will discuss them together."

Activity 4. Book Reviews Time: 20 minutes

PROCESS

Create an accepting non-judgmental climate for each individual who gives a book, movie or television program review. Link the report with the individual's career development concerns.

You can say:

> "How has the book helped you with your career decisions?"
> "What have you learned that is relevant to this seminar?"
> "Why did you not like it?"

Make positive statements about the person's delivery, his or her opinions, and the contribution the review made to the seminar. Use reports to stimulate group discussion about participants' interests and needs.

Activity 5. Explanation of the Strong Campbell Interest Inventory Profilel Time: 60 minutes

OBJECTIVE
To Continue the Self-Awareness Process
To Recognize Career Interests
To Identify New Career Options

Explanation

The interest inventories give adults information about themselves and how they relate to the world of work and information valuable in making new career and education decisions. They can stimulate discussion of why some interests were indicated and others were not. They can expand individuals' understanding of the world of work and how they can deal with it in the future. They can help individuals break away from notions that may have locked them into stereotyped occupations.

Counselor Instructions

1. Be familiar with the Manual for the SVIB-SCII Strong-Campbell Interest Inventory (Form T325 of the Strong Vocational Interest Blank).[1]
2. Distribute individual profiles to each client. Hand out the copy entitled "Understanding Your Results on the SCII," which is found on the back of the profile. Keep the copy, "Comments for the Counselor" in participant folders.

PROCESS

Introduce the Strong-Campbell Vocational Interest Inventory, explaining that the results do not provide ability or aptitude scores for any individual or occupation. The test compares individuals' interests with those of people who are happily pursuing various careers. High scores show that these interests are most like those of successful people in these fields. Tell people that the profile can help them analyze occupations they said they were interested in and can help stimulate them to explore new ones. However, the inventory is not the magic answer to career choice; it only offers clues.

Give a short history of the Strong-Campbell Interest Inventory found in the preface of the Inventory's manual. Explain how the scales are constructed. Point out that the ever-changing world of work requires that the scales be constantly updated.

Discuss in detail the General Occupational Themes, the Basic Interest Scales and the Occupational Scales. Explain how and why they are color coded. Be sure to review carefully all areas in the profile, including the administrative indices. Discuss the female and male codes as well as the women-in-general and men-in-general sample bars.

It is important that you deal with the criticism of these inventories for alleged sex bias. The scales were based on research available on who works at what and what workers in given fields like and dislike. Knowledge about why women and men worked in certain occupations can be used productively by those seeking why they answered as they did and helping them find new answers, interests and occupations. Do not let them take the results at face value. Your task is to offer a creative, dynamic way of viewing the profiles so that individuals feel free to examine them to discover which occupations they want to know more about, what the requirements are, and whether they can meet them, whatever they may have assumed before. Keep in mind that because the group participants are adults who often have great anxiety about education, they need encouragement about learning what they need to know to qualify for new careers. Your thrust must be that success is possible if the motivation and interest are there.

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[1] David P. Campbell & Jo-Ida C. Hansen, Manual for the SVIB-SCII, Strong-Campbell Interest Inventory, Form T325 of the Strong Vocational Interest Blank, Third Edition, Stanford: Stanford University Press, 1981.

For flat profiles with low scores in most scales, you can point out that this may be due to the individual's lack of exposure to a variety of occupations.

Begin a methodical explanation of the results by discussing the General Occupational Themes, pausing at times to ask for questions or reactions.

You can ask:

> "Have you found any surprises?"
>
> "Move to the Basic Interest Scales, then to the Occupational Scales, and end with the Administrative Indices."

Continue to pose questions such as:

> "What do you think this means for you?"
> "Which occupations do you know nothing about?"
> "Which do you want to learn more about?"

Direct the group members to examine their above average scores in all sections of the profile and to find interrelating combinations. Show them how to use the codes by identifying high theme scores with occupations. Help them distinguish their interests in the general occupational themes from their interests in and knowledge about specific occupations.

Direct them to choose the occupations found on the profile they wish to explore further. Ask them to choose at least three occupations to research in the career and educational resource center. Tell them to find out about the qualifications, what the work entails and what opportunities are open in the career clusters they like.

Provide closure by suggesting that they discuss the Strong-Campbell profiles with people they care about, such as family members and friends. Explain that the more information they obtain and the more discussion they engage in, the better will they be able to make valid career decisions.

SESSION 4

GOALS

TO PROVIDE VALUES CLARIFICATION

TO ANALYZE RISK-TAKING STRATEGIES

TO STIMULATE THE DECISION MAKING PROCESS

TO INITIATE THE JOB HUNT

SESSION 4 OUTLINE

Activity

1. Review thoughts about last session and discuss career goals, exploring three career options (15 minutes)
2. Value Auction (45 minutes)
3. Book reviews (20 minutes)
4. "Do You Stereotype Yourself?" (10 minutes)
5. Complete the "Shoulds" exercise (10 minutes)
6. Initiate the Job Hunt: Assign first rough draft of resume (20 minutes)
7. Distribute handouts
8. Make appointments with career advisors.

Materials

For use during session 4

1. Value Auction. (Appendix p. 73)
2. "Write Your Resume." (Appendix p. 75)
3. "Some Action Words and Phrases to Use with Resumes Clustered According to Function." (Appendix p. 77)
4. Sample resumes. (Appendix p. 79)

Handouts

1. "Volunteering Pay-Offs" (optional) (Appendix p. 81)
2. Networking (Appendix p. 82)

SESSION 4 ACTIVITIES

Activity 1. Review Thoughts About Last Session and Discuss Career Goals, Exploring Three Career Options   Time: 15 minutes

PROCESS

The process is the same as for the previous session. However, at this session it is important to help participants focus on career options that have emerged from their research in the career and educational resource center and from their reactions to the inventory results, exercises and discussions during the seminar.

You will have begun to see people for individual counseling sessions after the last (third) session. At this session you can encourage individuals to discuss some of the ideas they came away with. At each subsequent session, remember to give clients opportunities to explore those new thoughts with the group.

Activity 2. The Values Auction[1]   Time: 45 minutes

OBJECTIVES To Provide Values Clarification
To Analyze Risk-Taking Strategies
To Stimulate the Decision-Making Process

Explanation

At this point in the seminar, group members have gained some self-awareness and should be considering various career alternatives. The Values Auction helps them clarify their values, analyze their priorities and develop logical risk-taking strategies. You may want to change, add or eliminate items which are not relevant or seem out of date for your group.

Counselor Instructions

1. Distribute the "Values Auction."
2. Introduce the exercise as an auction in which each group member has a hypothetical $1,000 to spend on any or all of the items listed. Explain that you will give them time to read the list of items to be auctioned, and to decide which items they want to bid for.

   Explain that the budgeted column can be used to keep a record of how much money they are willing to spend for the items they wish to buy. Point out that they are not required to spend all of the $1,000; that they may change their budgets as the auction progresses; but that they cannot spend more than the $1,000 allotted for the exercises.

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[1] Adapted from: James P. McHolland. Human Potential Seminar: Advanced Guide-Handbook. Illinois: National Center for Human Potential, 1976, p. 8.

3. Allow 5 minutes for the group members to make their choices.
4. Begin the auction by assuming the role of auctioneer. Open by offering item #1, "to know the meaning of life," for sale.
   Use the words and mannerisms of an auctioneer.
   You can say:

   > "To know the meaning of life is now on the auction block. Do I have a bid?"

   Recognize each bid by repeating the amount offered. Allow for as many bids as people want to make. Be sure you remain neutral about the bidders and the items bid for.

   When the bidding for an item subsides, you can say:

   > "Going once, going twice..." Pause.

   If there are no more bids, say:

   > "Going, going, gone!"

   Identify the person who won the item; repeat the name of the item and price it went for.

5. Record the name of the person who wins each item and the amount on your own Values Auction blank. Explain that you are keeping a record of the auction so that you can help the group members process the exercise later. Point out that people can take their auctions worksheets home to study at leisure.
6. Go on to the next item to be auctioned. Keep the pace up. This exercise should be exciting. Avoid making judgmental remarks about any items or any of the group members' behavior.

PROCESS

The value of the Auction depends on how it is processed later. It is important for the group members to relate their behavior during the auction to the way they behave in real life. Your role is to help them understand how and why they won some of the items they wanted and lost others. Reflecting on their behavior during the auction can help them evaluate their risk-taking behavior in real life. You need to remain non-judgmental about the items. The issue is not what the clients value but their method of deciding what they value and how to get it. How much time, effort and money are they willing to invest to get what they want?

You can begin by asking:

"How did you feel about what you won?"

"How do you feel about what you did not win?"

"Why do you think you did not win what you wanted?"

"What similarities do you see between your behavior in this auction and your behavior in real life?"

"How would you change your strategy if we had the auction again?"

Always try to link group members' thoughts about their behavior during the auction with their real life behavior.

Provide closure by suggesting that they reflect before the next session on what they have won, what they lost, why and how they would change their behavior in a future auction--or in real life. Suggest that they discuss their thoughts with others.

Activity 3. Book Reviews Time: 20 minutes

Process reports as in the previous sessions.

Activity 4. "Do You Stereotype Yourself?"

PROCESS

Referring to "Do You Stereotype Yourself?," talk about the meaning of stereotypes, how they can box people in, and the importance of breaking away from them. In keeping with our commitment to help people see themselves as open systems and responsible for choosing new behaviors and setting new career goals, the issue of stereotyped views must be dealt with.

Discuss any of the points made in the article as they are initiated by the group members.

Use the "Personal Quiz on Stereotyping" found on the last page. Help participants focus on their sterotyped behaviors with a view toward change and for new career goals.

When discussing question #1, introduce the notion that we all play many roles such as: sister, brother, worker, neighbor, friend, etc. Each role calls for different behaviors.

Question #5 is important. It can help group members focus on eliminating the frustration that stereotyped thinking creates. Individuals need the power to do those things they like to do.

Continue to discuss the Quiz questions. Help individuals develop insights that can free them for new ideas about themselves and others. Do not get involved in the scoring of the quiz. Point out that what is important is not the score, but that each individual find new ways of thinking and behaving.

Activity 5. Completion of the "Shoulds" Exercise   Time: 20 minutes

OBJECTIVE   To Provide Values Clarification

Explanation

This exercise helps people separate things they want to do from things they feel they must do out of guilt, precedent or habit. It shows how to set priorities.

Counselor Instructions

Ask participants to refer to the "shoulds" list they compiled since the last session and report on them to the group. Encourage those who neglected to bring their lists to jot down their "shoulds" during the discussion.

Ask each person to quickly read his or her "shoulds," taking turns around the circle. After each list is read, move on without comment to the next person. Those without written lists should be urged to remember their "shoulds" and share them.

Next, ask people to add "shoulds" they thought of while others were reading theirs. Tell them to review their "shoulds" list and cross out the "shoulds" they do not want to do, and then to go back once more and cross out the "shoulds" that they have to do.

PROCESS

We all live with "shoulds" lists which may or may not be listed on paper. We all develop layers of "shoulds." They result from the various responsibilities we assume as adults. Without thinking, we tend to give them all the same weight. Your task is to help individuals examine their "shoulds" and isolate those "shoulds" that have higher priority. By asking them to eliminate the "shoulds" they do not want to do and the "shoulds" they must do, you are forcing your people to identify and isolate those "shoulds" which they, in fact, should do. Thus they can reduce the list of unrealistic "shoulds" that may be overwhelming and immobilizing them.

A logical discussion can develop describing the "shoulds" one _must do_, like going to the dentist, shopping for food or finding a place to live. They do not belong on a "shoulds" list because they are simply necessary; responsible people cannot dispute the need to get these tasks out of the way. We can also question why those "shoulds" which we do not want to do are on our "shoulds" list. Each of them must be examined for its validity and priority. A dinner invitation to an acquaintance which you believe necessary only as repayment for dinner at his or her home may not belong on your "shoulds" list. Cleaning the attic does not belong there either if you really don't want to do it. The objective is to help individuals shed the guilt they feel about tasks they falsely believe they are required to accomplish--guilt that may keep them from what they really should do to realize career and emotional fulfillment. The purpose of this exercise is to help people set priorities for their activities.

The "shoulds" that are left on each list are the ones each person really cares about. The next step is to motivate everyone to try to eliminate all "shoulds" lists by making plans to do them--and doing them.

Provide closure by summarizing the purpose of this exercise as just described.

Activity 6. Initiation of the Job Hunt Time: 20 minutes

OBJECTIVE To Initiate the Job Hunt by Assigning First Rough Draft of Resume

Explanation

The Job Hunt involves many issues, activities and materials. Plan carefully how you will deal with them. Some topics will be self-contained in one session, while others will extend to another session. Unless you stick to a well-thought-out plan, individuals' anxieties about the Job Hunt can easily divert you from the methodical delivery of job-hunting techniques that is integral to the goals of the seminar.

Counselor Instructions

Introduce the Job Hunt by discussing the development of a resume. Point out that prospective employers use resumes to find out about job applicants' backgrounds, experiences and education. Distribute "Write a Resume that Gets the Job" and "Some Action Words and Phrases to Use with Resumes Clustered According to Function," and the Sample Resumes. Explain that writing a resume is a three step process and you want to get them started now so that they will have a complete resume at the end of the seminar. Job applicants should realize that a resume is only an outline and that a cover letter must accompany it. It is as important to write an effective cover letter as an effective resume. Explain that you will discuss cover letters later on.

A resume should be thought of as an advertisement for oneself. It should contain nothing negative. It should supply information about one's experiences and present a creative picture of one's potential. Even if one is not job-hunting, it is a good exercise to establish one's self-image on paper.

Begin the three-step process by explaining the steps. In Step 1 they will work up the first rough draft by brainstorming about what to include. Step 2 is the development of the second draft, focusing on the design and editing of the content. Step 3 is the completion of the third and final edited draft.

Resume Writing

Step 1

Assign a first rough draft of the resume for the next session. Tell group members to conduct their individual brainstorms, compiling as complete a list as they can about their experiences. Remind them to include everything about education or work. Suggest that they then put the items into categories such as work experiences, (paid and/or unpaid), community experiences (volunteer), education, skills, honors, publications, interests (hobbies) or personal data, if appropriate.

Advise them to read "Write a Resume that Gets a Job" and the sample resumes for ideas about content and design. Point out that "Some Action Words and Phrases to Use with Resumes Clustered According to Function" is useful for describing experiences and skills. Make clear that the first draft is a rough one. It need not be typed or laid out in any particular form. Explain that you will help them at the next session with the next step in developing their resumes.

Activity 7. Distribute handouts

1. Resource interviews for career information.
2. "You Can Use Your Volunteer Experience to Get a Paying Job" (Appendix p. 84)

SESSION 5

GOALS

TO DEVELOP TENTATIVE CAREER AND EDUCATIONAL GOALS

TO PROVIDE INFORMATION ABOUT TRADITIONAL AND NON-TRADITIONAL LEARNING OPTIONS

TO CONTINUE THE JOB HUNT

SESSION 5 OUTLINE

Activity

1. Review thoughts about last session and begin to establish tentative career and educational goals (20 minutes)
2. Book reviews (20 minutes)
3. Provide information about traditional and non-traditional learning options (10 minutes)
4. Using volunteer experience (5 minutes)
5. Introduction of networking (5 minutes)
6. Continue the job hunt (55 minutes)
7. Assign "Strengths" exercise (5 minutes)
8. Distribute handouts

Materials

For use during session 5

1. "The Cover Letter" (Appendix p. 88)
2. Sample cover letter (Appendix p. 95)
3. "Identify Your Strengths" (Appendix p. 99)

Handouts

1. "Interview Tips" (Appendix p. 104)
2. "Interview Questions for Role Playing" (Appendix p. 105)

SESSION 5 ACTIVITIES

Activity 1. Review thoughts about last session and establish tentative career and educational goals

OBJECTIVE: To Develop Tentative Career and Educational Goals

Explanation

At this point in the seminar it is important to help participants get specific about the career options they have been researching. The seminar's emphasis for the next three sessions should be on providing opportunities for people to test tentative career and educational decisions and to develop action plans for information they have been gathering. It's good for them to express these new plans and get feedback from the group. You need to help them distinguish among mini-goals, short term goals and long term goals. Use clients' past behavior or statements during the seminar and the group exercises to help them to new insights. Your counseling skills and ability to restate, confront and summarize are essential here. It is now that your expertise as a career counselor comes into play. Keep in mind the fine distinction between advice-giver and skillful career counselor. Try to get clients to commit themselves to taking specific actions, between this session and the next, toward developing concrete career goals. Remember, you are trying to enable people to seek out information, confront their alternatives and make their own decisions. Their growth depends on developing their own potential and expanding their own horizons.

Activity 2. Book reviews. Time: 20 minutes

Process book reviews as before.

Activity 3. Provide information about Traditional and non-Traditional learning options Time: 10 minutes

OBJECTIVE To Offer Information About Traditional and non-Traditional Learning Options

Explanation

Career change often necessitates further training and/or education. People are often not aware of the variety of educational programs, policies and activities that are especially designed for adult re-entry students.

Counselor Instructions

Discuss various alternative educational options, explaining the educational terminology re-entry students will need to know. Research such non-traditional practices as earning college credit for prior college level learning, CLEP examinations, the Regents External Degree Program, weekend colleges, Empire State College, special scheduling of classes for working adult students, etc. Discuss programs offered by some of the colleges in your area. Refer group members to the career and educational resource center and to a directory of learning programs in their area if one is available.

Activity 4. Using Volunteer Experience

OBJECTIVE: To Establish Career and Educational Goals

Counselor Instructions

Referring to the article you handed out at the last session, discuss the value of volunteer experience for making career decisions. Volunteer opportunities for adults who want to try out new fields have increased in recent years. The risks are minimal and time arrangements often flexible. Moreover, the skills and experiences gained by volunteering can be included in a resume. Volunteer experience is often an efficient way to eliminate impractical career goals explore new career goals that are possible.

Activity 5. Introducing Networking

Counselor Instructions

Refer to "Resource Interviews for Career Information," to discuss the value of creating a personal network system for career exploration and the Job Hunt. Contact people in specific career areas can be interviewed for advice about the field. They may have information about job openings at their organizations or elsewhere, and they may be able to refer you to other people in the field.

"Ways to Use Connections" can also provide clients with specific ways to enlarge their network.

Activity 6. The Job Hunt Continued Time: 50 minutes

Counselor Instructions

A. The Job Search

Use the list below in discussing how to begin a Job Hunt. Emphasize the need for participants to let as many people as possible know that they are looking for a new job. The following are possible job sources:

1. Newspaper advertisements, display and classified
2. Telephone book
3. United States and New York Civil Service Offices (local, county, city)
4. New York State Employment Office
5. Private employment agencies

6. Notices in local libraries and other public places
7. Friends
8. Community contacts.
    a. Clergy
    b. Local merchants
    c. Political and community organizations
    d. Service clubs
9. Former employers and co-workers
10. Former teachers
11. Specialized journals and publications
12. Specialized organizations and unions
13. College placement offices
14. Networking

Point out that people should become familiar with the publications that carry advertisements for the positions they are seeking. Suggest that they develop a chart for their job search. Distribute "Contact Sheet for the Job Search."

Discuss the need to develop an action plan that includes accomplishing five job-seeking tasks each day. For the unemployed, job hunting could be viewed as a full-time, five-day-a-week, eight-hour-a-day job. For those who are working, the five job hunting tasks can be performed during lunch or on weekends.

Distribute and discuss briefly "Common Abbreviations Used in Classified Ads." Don't take for granted that everyone knows how to read help wanted advertisements.

B. Resume - Step 2

Using "Write a Resume that Gets the Job," review the three step process. Discuss the difference between chronological and functional resumes, how to describe work experiences (both paid and unpaid), education, how to deal with personal data and references and what not to include.

Ask the group members to pass their working drafts around the room. When each resume is passed to you, make suggestions to the individual and to the group as a whole as to how the resume could be improved. Help develop functional resumes for those who have little work experience, as well as for those who have held many jobs in a single field. Make suggestions about design and categorization. Check for sufficient description of previous experience and the use of action words.

Assign the second draft for the next session.

C. Cover letters

Discuss the cover letter as a necessary accompaniment to the resume. Since a resume is an impersonal outline of one's background, a cover letter is necessary for a personal touch and lets the applicant specify the position sought. It should be typed in proper business letter form. A new cover letter should be written with each job application, but one can develop a basic cover letter and then adapt it to specific job openings.

Distribute "The Covering Letter" and discuss in detail how to develop a cover letter. Ask everyone to write a first draft for the next session.

Give out the two sample cover letters to help job hunters make an outline of their own. Explain that the first paragraph should name the position applied for and connect the requirements of the position with the resume that will be enclosed. The second paragraph should contain three self-descriptive words and a short explanation of how the individual's specific experience is relevant to the job. The third and last paragraph should provide an appreciative closing and set up the possibility of an interview appointment.

Activity 7. Assign "Strengths" exercise

Distribute "Identify Your Strengths." Go over the instructions to be sure everyone understands how to proceed. Explain that you will discuss the results at the next session.

Activity 8. Distribute hand-outs

1. "Interviewing Tips"
2. "Interview Questions for Role Playing"

SESSION 6

GOALS

TO PREPARE FOR CLOSURE AT NEXT SESSION

TO FURTHER DEFINE CAREER AND EDUCATIONAL GOALS

TO CONTINUE THE JOB HUNT

SESSION 6 OUTLINE

Activity

1. Review steps toward goals and prepare for seminar closure (15 minutes)
2. Book reviews (20 minutes)
3. Process "Strengths" exercise (10 minutes)
4. Continue the Job Hunt: interviewing, job applications, resumes (1 hour and 15 minutes)
5. Distribute handouts

Materials

1. "The Application Form" (Appendix p. 127)
2. "An Application Form" (Appendix p. 130)

Handout

1. Goal Setting

SESSION 6 ACTIVITIES

Activity 1. Review steps toward career and educational goals and prepare for seminar closure

OBJECTIVE	To Prepare for Seminar Closure To Further Define Career and Educational Goals To Continue the Job Hunt

Explanation

Making specific action plans will give seminar members the counseling they need at this time. As these plans are discussed in the group, individuals can hear themselves talk about them and can benefit from the reactions of others in the group and from hearing others; plans. The realization that this session is the next to last one of the seminar often motivates members of the group to solidify their thoughts about the future and take concrete steps before the final session.

Counselor Instructions

Counsel the group carefully and skillfully as at the previous sessions. But remind everyone that the next session will be the last one. You can say:

> "As you know, this is the sixth session of the seminar. The next session will be the last one. Between now and the next session, try to plan the specific actions that will let you make new career decisions or let you carry out the decisions you've made. Let's talk about some of them now..."

Although you want to help each individual attain closure for the seminar, be careful not to create an unusual sense of urgency. You can say:

> "I know some of you must be feeling anxious because the seminar is ending. I want to assure you that I will be available to you even after the seminar is over. It may take a little time for some of you to test out your plans. You can always call me up to discuss them with me if you want to."

PROCESS

The process is the same as in the previous sessions. Create a climate of encouragement, excitement about the future and realistic optimism. Be sure, however, to be sensitive to those who are not yet ready to take action. In some instances the work of the seminar will not take effect until well after its conclusion.

Activity 2. Reviews Time: 20 minutes

Proceed as you did in the previous sessions.

Activity 3. Process the "Strengths" exercise

OBJECTIVE To Further Define Career and Educational Goals

Counselor Instructions

Ask everyone to examine the strengths they identified and compare them with the strengths their friends or family members checked for them.

PROCESS

The underlying dynamic in this exercise is one that underlies the entire seminar--change. The exercise can provide the strength bombardment adults in career transition need for greater self-esteem. It also teaches them how to describe themselves to prospective employers, whether during an interview or in a cover letter. But it is also essential that you help the group members to analyze the strengths they starred (*) as the strengths they want to develop. Again, you need to help them break away from their rigid views of themselves and become open systems able to make new choices at any given time and to be in control of their behavior. They need encouragement to develop new strengths and they need help in learning how.

Activity 4. Continue the Job Hunt

OBJECTIVE To Continue the Job Hunt

A. Job Applications

Explanation

We cannot assume that all are able to complete a job application when they are required to do so in a personnel office, immediately before an interview or while sitting at the desk of a prospective employer. These forms may be completed more effectively if job hunters are prepared beforehand to answer the questions most frequently asked.

Counselor Instructions

Distribute "An Application Form" and "How to Fill Out a Job Application." Discuss the specifics of completing the application forms. Suggest that people complete the blank forms you have given them before the next session; at that time you will help them correct the forms and distribute new blank applications which they can complete correctly and carry with them to help them complete applications in real life. Discuss each issue raised in the handout, "The Application Form" and review the items found on the "Application Form for Employment."

B. Interviewing

Explanation

Interviewing techniques make the difference between success or failure. Job hunters should learn beforehand about the process and should practice interviewing skills.

Counselor Instructions

Review "Interview Tips" and "Do's and Don'ts" of interviewing. Cover such issues as dressing for the interview, preparing for the interview and communications skills.

Lead into role playing, using "Interview Questions."

Introduce role playing by asking any one of the interview questions, such as:

"Tell me about yourself."

Ask for responses from everyone who wants to participate.

You can either continue role playing in this manner or set up a more structured role-playing exercise.

You may play the role of the interviewer or you can ask for volunteers to play interviewers and job applicants.

For realism, if you wish, you can be prepared with each question typed on a separate card.

Ask the other group members to suggest effective answers. Suggest some yourself.

Ask each person to practice answering the interview questions between this seminar session and the next. Emphasize the need to practice with a friend or relative or by answering out loud into a mirror or while driving the car, washing the dishes or shaving.

Explain that more work will be done on interviewing at the next session.

PROCESS

Your role here again is to help people take control of a situation that is normally uncomfortable. If they are armed with effective answers to questions that may be asked, they will approach a job interview with the confidence they need to succeed. Personal questions such as, "Do you expect to get married?", "How many girlfriends do you have?" might be answered, "My personal life will not affect my ability to do an excellent job for you"; or "I have made arrangements for my personal life and am ready and available to make a valuable contribution to your firm." You can help individuals express their fears about interviewing and help them realize that if they go to an interview expecting to meet an interesting person and have a good talk, they will be winners.

C. Resumes: Third and Final Draft

Counselor Instructions

Discuss reproducing the resume. Suggest that only 15 to 20 copies be made, unless a massive job hunt is to begin. Explain that the resume needs to be updated every three to six months as new experiences arise. Show how bond paper can be used in a photocopy machine to produce copies that look like originals. Explain that having a resume offset may be less expensive if many copies are needed. However, a neatly typed resume is usually as effective as a printed one.

Examine each of the second drafts of the resumes. Share them with the group again. Look for form, style and content. Make suggestions about margins and categories, and evaluate them again for appropriate format: functional or chronological.

Assign the last and final draft (typed if possible) to be completed for the next seminar session. But make clear that all should bring their next draft to the last session even if it is not typed or in final form. Explain that you will have time then to give each person's resume individual attention.

D. The Cover Letter (continued)

Counselor Instructions

Ask people to pass their cover letter drafts around the room. As you receive them, choose a few for examples. Suggest improvements and point out why some are effective. Generate discussion to help members improve their cover letters for the next session.

In providing closure for this next-to-last session, be sure to point out how important it is that each person attend the last session. It will be an opportunity for the group members to pull the work of the seminar together for themselves and to prepare to continue with the plans they have made.

Activity 5. Distribute handouts

1. Goal Setting

SESSION 7

GOALS

TO PROVIDE CLOSURE FOR THE SEMINAR

TO CONCLUDE THE JOB HUNTING TECHNIQUES

TO REINFORCE THE ABILITY OF PARTICIPANTS TO CARRY OUT THE EDUCATIONAL/CAREER ACTION PLANS FORMULATED DURING THE SEMINAR

SESSION 7 OUTLINE

Activity

1. Ventilate feelings about the end of the seminar (10 minutes)
2. The Circle (process for closure) (20 minutes)
3. Book reviews (15 minutes)
4. Discussion about specific issues as needed (10 minutes)
5. The Job Hunt conclusion (25 minutes)
6. Seminar closure (5 minutes)
7. Summation questions (review each client's resume and cover letter) (30 minutes)

Materials

1. Name and address sheet
2. "Circle" (Appendix p. 135)
3. "Interview Follow-Up Letter" (Appendix p. 136)
4. Summation Questions (Appendix p. 137)

SESSION 7 ACTIVITIES

Activity 1. Ventilate feelings about the end of the seminar — Time: 10 minutes

OBJECTIVE — To Provide Closure for the Seminar

Explanation

If career development is viewed as moving through successive stages, then the conclusion of the seminar is part of a continuing developmental process. The last session is not an end but rather the beginning of further career development. The notion that one never arrives but is always on the way is essential to continuing career growth.

Counselor Instructions

Pass around name and address sheet. Explain that all who wish can share their names and addresses with the others so that group members can keep in touch. Tell them you will duplicate the list and that everybody can have a copy at the end of the session.

It would be in keeping with the philosophy of the seminar for you to add your own name, address and phone number to the list, offering participants the opportunity to return for additional counseling after the seminar is over and inviting them to stay in telephone contact with you.

Give all group members a chance to ventilate their feelings about the end of the seminar.

PROCESS

Help group members put the conclusion of the seminar into their continuing career development perspective. Stress their ability to control their lives. Remind them that they have learned a logical step-by-step process that they can use on their own as they face future career and educational choices.

Activity 2. The Circle

OBJECTIVE To Provide Closure for the Seminar
To Reinforce the Ability of Participants to Carry Out the Educational/Career Action Plans Formulated During the Seminar

Explanation

The "Circle" is a continuation of the "Shield" exercise which was required in the first session of the seminar. Its purpose is to verify the self-awareness process begun in the first session. It also lets group members examine how they have changed their views since the first session. Its focus is on new goals established and steps needed to realize them. It helps people commit themselves in writing to their newly laid plans. This exercise can help to identify and reinforce the perspective transformation that was a goal of the seminar.

Counselor Instructions

1. Distribute the "Circle."
2. Ask participants to write their names on it and to spend a few minutes completing the exercise.
   You can say:

   > "This may look the same as the "Shield" you completed at the first session, but you will see it is different. You should find it interesting to complete at this particular time."

3. Process the "Circle" exercise in a group discussion with emphasis on taking the "first step."
4. After the group discussion, collect the completed Circles and file them in each person's file.

PROCESS

Begin group discussion by asking members what changes in themselves they can recognize since the first session.

Discuss the changes while helping group members analyze new perspectives they may have gained during the seminar.

Pay special attention to the inner ring of the circle. Discuss participants' goals, the preparation needed and the first step each plans to take. The reassurance they give each other about their ability to take the necessary steps provides support for each person's career development process. People tend to be more responsible about taking action when they have declared their intention to do so in front of others who are concerned. This group process is a powerful setting in which plans can be developed, examined and later carried out.

Activity 3. Book Reviews (20 minutes)

Process reviews as before.

Activity 4. Discussion About Specific Issues as Needed — Time: 10 minutes

Counselor Instructions

Use this time in open-ended discussion of issues and questions group members want clarified or attended to.

These may include questions about particular educational programs, financial aid or job hunting concerns that were not dealt with during the seminar.

Be concrete with suggestions for action and sources of further information.

Activity 5. The Job Hunt (Conclusion) — Time: 25 minutes

OBJECTIVE To Conclude Job Hunting Techniques

Interviews, Techniques, (continued)

1. Interview follow-up

Explanation

It is important that job-hunters use the time after an interview effectively. A critical review of one's own interview behavior can help one prepare for the next interview or decide how to follow up this one.

Counselor Instructions

Discuss follow-up activities. Point out the need for evaluating interview behavior and answers. Suggest that immediately after the interview, it is important to recall the questions that were asked and write them on a pad. Suggest that each answer they gave be evaluated and alternatives developed for those they did not like.

Distribute "Interview Follow-Up Letter." Review its contents. Point out that people can correct any mistakes they felt they made at the interview, and also can re-emphasize their strengths for the position in a letter following up the interview.

Suggest that the follow-up letter be sent within three days of the interview. Help those who want to write a basic follow-up letter.

2. Interview role playing

Counselor Instructions

Give group members the chance to try out answers to some of the questions they may be asked at an interview.

Use role playing, if time allows, to help them reduce their anxiety about interviewing.

Help them decide how to answer problem questions.

3. Review resume final drafts and cover letters

Talk about questions related to the final drafts of the resumes and the cover letters in a group discussion. Explain that while everyone is completing the next exercise, you will go over in detail each person's resume and cover letter.

Activity 6. Seminar Closing Time: 5 minutes

OBJECTIVE To Provide Closure for the Seminar

Explanation

Although the Circle exercise allows group members to assess where they are, what changes took place in their thinking during the seminar, and what they might do in the future to develop career plans, you must provide closure for the group process as a whole.

Counselor Instructions

Provide a summary of how you believe the seminar experience has been useful, reminding members of occurrances in the group seminar that were significant to them. Reinforce the changes that have occurred in their thinking and the commitments each person made to take concrete action after the end of the seminar.

PROCESS

Each person will have a sense of closure if he or she leaves the group with clearly identified plans in mind.

Activity 7. "Summation Questions" Time: 30 minutes

OBJECTIVE To Provide Closure for the Seminar

Explanation

At this time, participants can assess what they got from the seminar and evaluate it. Writing about the specific plans they have made for further education or job hunting helps them commit themselves to those plans. It can also help them reflect on the transformation of their perspective that occurred during the seminar. Each closure activity is designed to empower individuals to take control of their lives, assume responsiblity for their choices and apply career decision-making strategies in the future.

Counselor Instructions

Distribute the "Summation Questions," and ask group members to write their names on their sheets. Explain that they will have time to think through their answers and write them down. Be sure to collect the "Summation Questions" and answers before the end of the session. While everyone is answering the Summation Questions, ask each person in turn to meet with you someplace in the room outside of the group circle.

Review each person's resume and cover letter. Make suggestions and edit as necessary. Use this opportunity to say good-bye to the members, wishing them well for the plans they made and inviting them to keep in touch with you. If they are not satisfied with their resumes, tell them you will be happy to review another draft if they send you one in the mail.

D. THE INDIVIDUAL COUNSELING SESSION

Time: 45 minutes counseling, 15 minutes write-up time

Explanation

The individual counseling session offers individuals the opportunity to discuss matters they were not able to talk about in the group sessions. It also gives counselors the chance to assist each individual with specific action plans, and to make appropriate referrals for personal counseling or other needs.

Counselor Instructions

Individual counseling sessions should not be offered before the results of both inventories have been reviewed in the seminar sessions. They should therefore be scheduled beginning after the third session.

Counselors should plan to spend 45 minutes in an individual counseling session with the client and 15 minutes writing up the session. Therefore, one hour should be budgeted for each session.

PROCESS

Each individual counseling session should be seen as a three stage process, with an opening stage, a developmental or exploration stage, and a closing stage.

In the opening stage you need to establish a supportive, down-to-business climate. You can begin by asking for a reaction to the seminar.

You can say:

"How do you feel about the seminar?"

Referring to the intake or registration sheet, begin to explore issues that were not discussed in the group setting. Ask the individual to provide any missing information.

At this stage, it is important to determine the individual's needs. Both you and the client must understand and agree on what is to be discussed. Sometimes what seem at first to be central issues may be modified or replaced by other subjects. When the real issues have been identified, the session can proceed. A person may say initially that he or she wants to pursue a college education, but may also have great anxiety about being able to succeed in school.

You can say:

> "You expressed a concern about not having enough time for school. You also seem anxious about your ability to succeed in school."

During the developmental or exploration stage, time should be spent on examining the various alternatives the person is considering. It is here that your skills in restatement, clarification, interpretation, explanation, encouragement, assurance and reassurance must be used.

Re-examine both inventories. Discuss any questions left unanswered in the group sessions. Encourage individuals to begin taking concrete steps toward short and long term career goals.

You can ask the individual to make a list of actions he or she will take. At the same time, you can write the list on a piece of paper to keep in the person's folder.

At this stage you should provide specific, pertinent educational and career information and also refer people to appropriate resources, such as the career resource center, the educational directors or career resource contacts. People should be encouraged to seek out the additional information they need.

In the closing stage you must provide closure to the session, leaving the individual with a feeling of completeness about the subjects discussed and an understanding of the next steps in his or her career development. It is important that the client be aware that closing is taking place, and that no new material is introduced or discussed at this stage. Begin closure early, allowing ample time to pull things together.

You can say:

> "I believe that does it; you can discuss what you found out at the next seminar session."
>
> "Well, our time is just about up. Is there anything you'd like to add before we try to see what we've accomplished?"

If the person needs to take some action before the next seminar session, you can say:

> "Now that you know whom to contact at the Community College, you can report to the group at the next seminar session the additional information you gathered about the other colleges we discussed."

or

> "Okay; then you'll look into the career possibilities we discussed and bring the information to the next seminar session."

It is important to relate the individual counseling session to the seminar. Occasionally you may need to check whether you and the individual have understood each other.

You can ask:

> "Before you leave, I just want to make

> sure I understood you correctly. You want to go back to school but need more information about degree programs."

or

> "If I left anything out or didn't get it quite right, just set me straight."

If definite plans have been made during the session, it may be well to recap them briefly during closing.

You can say:

> "Now, let's see, you agreed to look up the health field requirement in the following careers..."

It is your responsibility to be aware of the time allotted for the individual session. If you move from one stage to another in an efficient, supportive manner, you will accomplish the purpose of the session. Remember that you will have time at the group sessions to follow up the work you and the person have done during the individual session. If you have taken note of the actions the individual said he or she would take, you can look for opportunities during the group session either to encourage them or to discuss them in the group. Under no circumstances allow yourself to become engaged in a conversation about any of the other members of the seminar. It is essential that individuals feel assured that they will be treated with full professionalism.

APPENDIX

ADULT CAREER GUIDANCE CENTER

JOB INFORMATION SESSIONS

TO: Job Information Session Leader ______________________________

FROM: Director, Adult Career Guidance Center

DATE & TIME OF PRESENTATION_____________________________________

Thank you for agreeing to lead a Job Information Session for the Adult Career Guidance Center. Below are described the purpose of the sessions, and a suggested outline of material to cover. The latter may vary from speaker to speaker, so adapt it to your particular occupational or career topic.

Purpose: to give adults at the center the opportunity to learn about jobs or careers they may wish to explore. Learning about these careers from those actively engaged in them is the most effective kind of learning possible.

SUGGESTED TOPICS

Job Descriptions: Discuss the types of activities the person might do in his/her particular job or career. Differentiate between activities at entry level, and growth or career ladder aspects that might be relevant. What physical environment is typical? What about co-workers? Ambiance on the job? What degree or kind of job satisfaction is possible?

Training Credentials or Education: What specific training, credentials or education is necessary? What processes are involved in getting credentials? What schools or colleges are best to obtain training?

Personal Qualifications: What kind of skills are necessary? What kind of person would be most effective in the job?

Salary: What is entry salary? What potential for growth or advancement?

Opportunity: Are there many openings in this field? What approaches would be most effective in landing a job?

Job Performance: What would you say constitutes a good employee in this job, as opposed to a mediocre one? In other words, what is expected in terms of job performance?

Personal Experience: (If applicable or if you wish to add this in) Do you have any particular experiences concerning getting started in the job, feelings about it, returning to school, etc, that might be of interest?

Recruitment: This may not be applicable to all of you, nor is it expected. However, should you know of openings and wish to share this knowledge, we would welcome your informing the participants of the availability of jobs and whom to call.

Questions & Answers: Please give those attending an opportunity to ask questions.

THANK YOU

ID# _______

REGISTRATION/INTAKE FORM

FOR COUNSELOR USE ONLY

Intake Location ____________________

Client I.D. ________________________

CONFIDENTIAL

For purposes other than counseling, your name will be converted to an identification number and this anonymous information will be used for research only.

YOUR NAME ______________________________ DATE ________________________

YOUR ADDRESS ____

CITY ____ STATE _________________

TELEPHONE # (   ) DAY ___________________ EVENING ____________________

1. How did you first learn of the Career Counseling Service? (Check appropriate way below.)

(a) Staff member _____
(b) Brochure _____
(c) Employer _____
(d) Educational institution _____
(e) Labor Union _____
(f) Newspaper _____
(g) Friend(relative _____
(h) Other (specify) _____
____

2. Which of the following reasons best describes why you contacted us? (Check appropriate reasons below.)

(a) I'm between jobs _____
(b) I'm looking for my first job _____
(c) I'm planning to return to work after several years _____
(d) I'm hoping to get a better job than the one I now have (advancement) _____
(e) I'm considering changing careers _____
(f) I'm planning to return to school _____
(g) I'm unsure but thinking about returning to school _____
(h) I'm in school and need career planning _____

(i) Other reasons? ____

____

3a. Are you presently: (check appropriate response below)
(a) Employed _____
(b) Unemployed _____
(c) Retired _____
(d) Homemaker _____
(e) Full Time Student / _____
Part-Time Student _____
3b. If employed, do you work (circle appropriate response below)

(a) Full-time (over 30 hours) or (b) Part-time (under 30 hours)

4a. If employed what is your present occupation?

____

4b. If umemployed, what is your former occupation?

____

5. If employed, how satisfied are you with your present job? (Circle the numbers below that come closest to your feelings about your job.)

	Very Satisfied	Fairly Dissatisfied	Fairly Satisfied	Very Dissatisfied
(a) Nature of work-----------	4	3	2	1
(b) Pay ----------------------	4	3	2	1
(c) Promotional opportunities	4	3	2	1
(d) Co-workers ---------------	4	3	2	1
(e) Physical surroundings ----	4	3	2	1

6. If you were free to pursue any occupation or career you wanted, what would you most like to do?

____

7. Have you had any volunteer experience?

Yes ____________ No ____________

8. If you had volunteer experience, what type of experience have you had?

____

9. What are your hobbies?

____

10. Please check all times when you are available for assistance.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Morning						
Afternoon						
Evening						

11. If you checked any evening, what times are you available? (Circle all possible)

5:30 to 7:30 _____

6:30 to 8:30 _____

7:00 to 9:00 _____

12. Are you: (a) Male _____ (b) Female ____

13. Are you: (a) Married _____ (c) Widowed _____

(b) Single ______ (d) Separated/ divorced _____

(e) Other _________

14. Into which of the following age categories do you fall? (Circle appropriate age category below.)

(a) Under 18 _____
(b) 18-24 _____
(c) 25-34 _____
(d) 35-44 _____
(e) 45-54 ______
(f) 55-64 _____
(g) 65 or over ______

15. What was the last grade of school you attended? (Circle appropriate numbers below.)

					Graduated	
(a) Elementary school	5	6	7	8	Yes _____	No _____
(b) High School	1	2	3	4	Yes _____	No _____
(c) College	1	2	3	4	Yes _____	No _____

College major: ____

(d) Graduate degree:

Masters _____________ Doctorate ______________________

Graduate Field ____

What other education have you received?

____

THIS PERFORATED SECTION WILL BE DETACHED FOR STATISTICAL RESEARCH ONLY.

16. If employed, into which of the following categories does *your* salary fall?

Under $8,000 ______________ $15,000-$19,999 ________________

$8,000-$14,999 _____________ $20,000-$24,999 ________________

$25,000 - over __________________

Client I.D.# _________________

SAMPLE FOLLOW UP EVALUATION

CAREER COUNSELING PROGRAM
Port Washington Adult Education Program

Dear   :

The Port Washington Career Counseling Program is constantly trying to improve its services to the community. As participant in the seminars, we are asking you to complete and return this questionnaire as soon as possible. You may tear your name off the top if you wish. Thank you for your help.

Please check the following where appropriate:

Age: under 20 _____
20-30 _____
30-40 _____
45-50 _____
over 50 _____

Sex: M____ F____

Your Counselor:

Barbara Gross _____
Helene Entwistle _____
Jaime Martinez _____

Present Level of Education ___________________________________

As a result of your participation in the Career Seminar:

Have you set goals for yourself? Yes _____ No _____

Do you better understand the job search? Yes _____ No _____

Have you found a job? Yes _____ No _____

Have you changed jobs? Yes _____ No _____

Are you gathering information about educational and training programs? Yes _____ No _____

Have you made educational decisions? Yes _____ No _____

If yes, name program you will be attending or the type of program you hope to attend:

____

Have you learned anything about yourself? Yes _____ No _____

Circle the following areas, rating changes in yourself: 5 indicates most change, 1 indicates no change:

Motivation 1 2 3 4 5

Increased Self-Confidence	1	2	3	4	5
Interest in Learning	1	2	3	4	5
Ability to Make Decisions	1	2	3	4	5
Ability to Set Goals	1	2	3	4	5
Overall Satisfaction With Self	1	2	3	4	5

Further Comments ____

____

Would you be interested in further career counseling? Yes__ No__

If yes, please complete enclosed registration form.

Do you have suggestions of other people for group seminar? Please name:

____

____

____

NAME ______________________________ DATE ______________

ADDRESS ___________________________ PHONE: Day ____________
Evening ____________

How did you learn about the Center?

What kind of information, advice, or help do you hope to obtain from the Center?

____

If you could be doing the thing you most wanted to, what would you be doing?

____

Social Security Number ________

		Office use only
1. Children - Number of children in each bracket.	Age # of Children	
Names and occupations of children: ________	0-5 ________	(1,2)
________ ________	6-12 ________	(3,4)
________ ________	13-18 ________	(5)
________ ________	over 18 ________	(6)
2. Marital - 1 if married, 2 if single, 3 if widowed, 4 if divorced, 5 if other. 6 if separated, 7 if abandoned	______	(7)
3. Sex - F if female, M if male	______	(8)
4. Birthdate - Month, Day, Year in number form (May 1, 1945 is 050145	______	(9-14)
5. Employment - Total number of years ever employed	______	(15,16)
6. Status in Family - 1 if oldest child, 2 if middle, 3 if youngest, 4 if only child, 5 if other	______	(17)
7. Educational Information		
Schools attended, high school and beyond		
______________________	Level ______	(18-21)
______________________	Field ______	(22-25)
______________________		

Level	Field
1) Less than 8th grade	1) Professional - para-professional
2) Less than H.S. graduate	2) Science Research
3) H.S. graduate	3) Administration, Management
4) Post H.S. - technical, business	4) Liberal Arts - general education
5) One, two, three years of college	5) Trade & Industrial (skilled)
6) College degree	6) Technical
7) Graduate credit	7) Sales & Distribution
8) Graduate degree, Masters	8) Clerical
9) Doctorate	9) Fine & Performing Arts

8. Occupational Information

Positions held and dates (most recent first)

1. Present Job ______________________	____________ ______	(26,27)
2. ______________________	Your occupation	
3. ______________________	____________ ______	(28,29)
Hobbies ______________________	Spouse's occupation	
Parents' names, ages and occupations when working	____________	
____________ ___ ____________	Spouse's education	
____________ ___ ____________	____________	
	Spouse's age	
9. Referral Source - 1 if Dept. Social Service, 2 if Mental Health Complex, 3 if publicity, 4 if personal, 5 if RCC, 6 if other	______	(30)
10. Residence - 1 if Clarkstown, 2 if Ramapo, 3 if Orangetown, 4 if Haverstraw, 5 if Stony Point, 6 if N.J., 7 if Westchester, 8 if Orange, 9 if other	______	(31)
11. Additional Information - Mark 1 if "yes" - 2 if "no" Do you drive a car?	______	(32)

12. Volunteer Experience

____

____

13. Limitations

____

____

Do you type? (speed)? ______ (33)
Do you take shorthand (speed)? ______ (34)
Do you speak another language? ______ (35)
Is it French? ______ (36)
Spanish? ______ (37)
German? ______ (38)
Hebrew? ______ (39)
Other? ______ (40)
Do you work part-time? ______ (41)
Do you work full time? ______ (42)

14. Person to be notified in case of an emergency

NAME ____________________ RELATIONSHIP _______________
ADDRESS ____________________ PHONE ( ) _______________
____

ADMINISTRATING THE OPI & STRONG INVENTORIES

MATERIALS:

1 Strong Campbell Interest Inventory question booklet
1 Omnibus Personality Inventory question booklet
1 Strong Campbell Interest Inventory answer sheet
1 Omnibus Personality answer sheet
#2 pencil with eraser

Begin by telling the individual that these are not "tests," but rather "inventories," so there are no right or wrong answers--only what is right for the individual answering.

Mention that people should not spend too much time on each question: answers should be spontaneous rather than carefully thought out.

Tell people that they should answer for themselves, not what a relative or friend would expect them to answer. The only answer that is "right" is the one that is right for them.

Whether people complete the inventories at the center or at home, they should reserve a block of time for each test to make sure that their train of thought is not broken while doing the inventories. They can take each inventory at one sitting or at different times, but should make sure that they will not be interrupted while taking them.

Tell everyone not to make any stray marks on the inventory booklets as they will be redistributed to others.

Tell them to make each answer dark and distinct, and when erasing, to erase thoroughly.

In the section for the person's name on the Strong answer sheet, have them spell out their name and darken the corresponding circles matching the letters of their name to the letters of the circle in the box below it.

Make sure the person's name is on each answer sheet.

The question on the Strong answer sheet referring to sex MUST BE filled in. The sex of the client determines the scoring of the inventory!

Make sure people understand that there is no time limit!

CONTACT SHEET

NAME______________________________ TELEPHONE #: (Day)________________

(Evening)________________

DATE	NATURE AND CONTENT OF CONTACT	TIME SPENT	COUNSELOR

CONTACT SHEET

For building a "network" of contacts to assist in your career research and job search

NAME	ADDRESS	PHONE #	RELATIONSHIP	JOB LEADS OR OPENINGS	ACTION TAKEN AND DATE	DATE FOR FOLLOW-UP	FURTHER REQUIREMENTS

CONFIDENTIAL REPORT ON SEMINAR PARTICIPANTS

Seminar Dates: From______ To_______

Participant______________________________Counselor____________________

Comment about individual's participation at each session. If absent, indicate. Comments can be as short as a sentence, or longer, depending on situation. Note: Additional comments on individual session and summary at end, responding to stated concerns and any additional comments you feel appropriate may be made.

Stated initial goal of participant:________________________________

____

Session 1:

Session 2:

Session 3:

Session 4:

Session 5:

Session 6:

Session 7:

Individual Sessions: Include physical characteristics, manner,

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dress, expressed concerns, family situation, financial condition, stated physical disabilities and/or mental health problems, expressed strengths and/or weaknesses.

Summary and Closure: Try to assess degree to which stated goal has been met or partially met. Have goals been altered? Do you see signs of growth in participant, small or large? Does participant see growth in him/herself? Was a specific educational or employment goal identified? Has participant made any specific plans for action, small or big, short term and/or long term? State what they are. Is follow-up needed? If not, indicate closure.

Stated Career Goal:

(Urge participants to keep in touch with the center.)

REFERRAL FORM

Institution/Service ______________

Address ______________________

Phone # ______________________

Client ______________________ Counselor ______________

Referred to: Name (Contact person) ______________________

Institution/Service ______________________

For ______________________

____

____

Tear Here ---

Please return to:

Administrator ______________

Institution/Service ______________

Address ______________

Phone # ______________

Client Name ______________________ Date __________

Institution/Service ______________________

Nature of visit and outcome ______________________

____

____

____

____

____

Signed ______________

REFERRAL FORM

Copy to be Kept in Client File

Client ______________________ Counselor __________________________

Referred to: Name (Contact person) __________________________ Date _______

Institution ____

For ____

____

Group Attendance Record
CAREER SEMINAR

Counselor ____________________

Time of Day __________________ Dates: From ________ To ______

	Tests Taken			DATES (00/00/00)				Ind. Appt. Date	Report Date Title	

CONFIDENTIAL WRITE-UP FOR INDIVIDUAL COUNSELING SESSION

Client ______________________________

Counselor ______________________________ Date __________

Keep comments short. Sentences do not have to be complete. Please be sure to include the following:

Initial Session: Physical characteristics, manner and dress, expressed difficulties and concerns, family situation, financial state, stated physical disabilities and/or mental health problems, expressed strengths and/or weaknesses.

All Other Sessions: Describe what transpired.

Last Sessions: Indicate what goals were established and how client planned to implement them. Was referral made? Is follow-up needed? If not, indicate closure.

SUMMARY

CAREER DEVELOPMENT SEMINAR

Seven two-hour group sessions concerned with the following areas:

	Session	
	1.	Get acquainted with group; Self-awareness "Shield"
WHO ARE YOU?	2.	Orientation to learning and education Self-assessment; Personality inventory results. Visit Job Information Center
	3.	Vocational interest inventory results; Initiate goal-setting
WHERE ARE YOU GOING?	4.	Values-Clarification and risk-taking; Techniques for gathering career information; Career and Educational Research
	5.	Change strategies and decision-making; Initiate resume writing; Define goals
TAKING ACTION	6.	First steps toward goals; The Job Hunt; Resume development, cover letter, interview techniques; Job and school applications
	7.	Alternate styles of education; Financial aid information; Summing up "Circle"

Seminar sessions will be modified to attend to the special needs of the participants. Confidentiality will be maintained.

Activities

1. Attend seven two hour sessions on time. If you can't come, phone the center and leave message for your counselor.

2. Read the text: If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else

Author: David Campbell

3. Complete personality test (OPI) and vocational interest inventory (Strong Campbell Interest Inventory).*
4. Prepare a brief book report, movie, or television program review, oral or written, on a topic of career interest.
5. Attend individual counseling interview with counselor.
6. Use library to look up career materials in an area of vocational choice.
7. Complete a resume and a cover letter.
8. Write an evaluation of the group experience and how it has changed your outlook or how it might have been more helpful.

---

* - or other standardized inventory

Book List

WOMAN'S WORK BOOK, Abarbanel, Kain & Siegel, Connie McClung, New York: Praeger 1976.

THE INVISIBLE WOMAN Joan Abramsen, San Francisco, California: Jossey-Bass, 1973.

UP AGAINST THE WALL, MOTHER, Elsie Bonita Adams, Beverly Hills, California: Glencoe Press, 1971.

WHAT LIFE SHOULD MEAN TO YOU Alfred Adler, New York : Putnam, 1959.

HOW TO PICK THE RIGHT SMALL BUSINESS, Albert, New York: McGraw-Hill, 1977.

A COMPLETE GUIDE TO THE WORKING MOTHER, Margaret Albrecht, Garden City, New York: Doubleday, 1967.

A PART TIME CAREER FOR A FULL TIME YOU, Jo Ann Alter, Boston, Massachusetts: Houghton-Mifflin, 1982.

HOW TO IMPROVE MANAGERIAL PERFORMANCE A.M.A., New York: AMACOM, 1969.

WORKING FREE John Applegath, New York: AMACOM, 1982.

GATHER TOGETHER IN MY NAME Maya Angelou, New York: Random House, 1974.

A HOUSEWIFE'S GUIDE TO WOMEN'S LIBERATION, Elizabeth Anticaglia, Chicago, Illinois: Nelson-Hall, 1972.

THE CAREER DEVELOPMENT SERIES Peter W. Armitage & Wilson, Barbara Lazarus, Newton, Massachusetts: Education Development Center, 1975.

101 SUMMER JOBS Roberta Ashley, New York: Tempo Books, 1970.

WHAT YOU SHOULD KNOW ABOUT YOUR HUSBAND'S MONEY...BEFORE THE DIVORCE, Shelley Aspaklaria, Gerson Geltner, New York: Wideview Books, 1977.

WOMEN: A BIBLIOGRAPHY ON THEIR EDUCATION AND CAREERS Helen Dweck Astin, Susan Suniewick, Washington, D.C.: Human Services Press, 1971.

POWER POLITICS Margaret Eleanor Atwood, New York: Harper & Row, 1973.

THE MATURE WOMAN'S BACK TO WORK BOOK, Azibo & Unumb, Chicago, Illinois: Contemporary Books, 1980.

IF BEALE STREET COULD TALK, by James Baldwin, New York: Dial Press, 1974.

THE SEA BIRDS ARE STILL ALIVE, Toni Cade Bambara, New York: Random House, 1977.

THE MOTHER PERSON, Virginia Barber & Merril Maguire, New York: Schocken, 1977.

PSYCHOLOGY OF WOMEN, A STUDY OF BIO-CULTURAL CONFLICTS, Judith M. Bardwick, New York: Harper & Row, 1971.

AMERICA'S WORKING WOMEN, Baxandall, Gordon, reverby (eds.), New York: Vintage, Random House, 1970.

ON BECOMING A CHANGE AGENT, Benjamin & Walz, ERIC Counseling Service, 1977.

SINGLE WOMEN ALONE AND TOGETHER, Lucia H. Bequaert, Boston, Massachusetts: Beacon Press, 1976.

BOOK OF EVE, Constance Beresford-Howe, Boston, Massachusetts: Little Brown, 1973.

RE-ENTERING, Eleanor Berman, New York: Crown, 1980.

THE FEMALE WORLD, Jessie Bernard, New York: The Free Press/MacMillan, 1981.

THE FUTURE OF MOTHERHOOD, Jessie Bernard, New York: Dial Press, 1974.

ASIDE FROM TEACHING ENGLISH, WHAT IN THE WORLD CAN YOU DO? Dorothy K. Bestor, Seattle, Washington: University of Washington Press, 1977.

ADULT PSYCHOLOGY Ledford J. Bischof, New York: Harper & Row, 1969.

ANSWERS TO EVERYDAY MONEY QUESTIONS, Lorraine L. Blair, Chicago, Illinois: Henry Regnery Co., 1968.

UNCHARTERED TERRITORY, Marilyn Block, University of Maryland, 1978.

THE NEW ASSERTIVE WOMAN, Lynn Z. Bloom, Karen Coburn & Joan Pearlman, New York: Delacorte Press, 1975.

WHAT COLOR IS YOUR PARACHUTE? Richard Nelson Bolles, Berkeley, California: Ten Speed Press, 1972.

OUR BODIES, OURSELVES: A BOOK BY AND FOR WOMEN, Boston Women's Health Book Collective, New York: Simon & Schuster, 1973.

AGAINST OUR WILL, MEN, WOMEN AND RAPE, Susan Brownmiller, New York: Simon & Schuster, 1975.

ELLA PRICE'S JOURNAL: A NOVEL, Dorothy Bryant, New York: J.B. Lippincott, 1972.

DUAL CAREER COUPLES, Jeff & Rebecca Bryson, New York: Human Sciences Press, 1978.

THE BLACK WOMAN, Toni Cade, New York: Signet, 1970.

IF YOU DON'T KNOW WHERE YOU'RE GOING, David Campbell, Niles, Illinois: Argus 1974.

IF I'M IN CHARGE, WHY IS EVERYBODY LAUGHING, David Campbell, Argus, 1980.

TAKE THE ROAD TO CREATIVITY, AND GET OFF YOUR DEAD END, David Campbell, Argus, 1977.

WHY WOULD A GIRL GO INTO MEDICINE, Margaret A. Campbell, M.C., New York: Ann O'Shea, 1973.

THE BLACK WOMAN, (an anthology) Toni Case, ed., New York: The New American Library, 1970.

HOW TO GET A JOB OVERSEAS, Curtis Casewit, New York: Arco, 1972.

THE EDUCATION AND ADVANCEMENT OF WOMEN, Jacqueline Chabaud, New York: UNESCO, 1970.

FRONTIERS OF ALCOHOLISM, Blane Chafetz, Sill, Science House, 1970.

THE GOOD FIGHT, Shirley Chisholm, New York: Bantam, 1973.

AMERICAN WOMEN AND AMERICAN STUDIES I, Betty E. Chmaj, Pittsburgh, Pennsylvania: Know, Inc., 1973.

HOW TO OPEN YOUR OWN SHOP, Leta W. Clark, New York: St. Martin's Press, 1980.

ROOT OF BITTERNESS, Nancy F. Cobb, New York: E.P.Dutton, 1972.

WOMEN AT CORNELL, Charlotte Conable, Ithaca, New York: Cornell University Press 1977.

IMAGES OF WOMEN IN FICTION: FEMINIST PERSPECTIVES, Susan Koppelman Cornillon, ed., Bowling Green, Ohio: Bowling Green University Press, 1972.

FROM COLLEGE TO WORKING WOMAN, Susan Cowan, New York: Collier-MacMillan, 1970.

SEX, FEMALE, RELIGION, CATHOLIC, Sally Cunneen, New York: Holt, Rinehart & Winston, 1968.

A GUIDE FOR WORKING MOTHERS, Jean Curtis, New York: Simon & Schuster, 1976.

THE PLACE OF VOLUNTEERISM IN THE LIVES OF WOMEN, Arlene Kaplan Daniels, Evanston Illinois: North Western University, 1977.

ANGELA DAVIS, AN AUTOBIOGRAPHY, Angela Davis, New York: Random House, 1975.

IN THE LOOKING GLASS, Dean & Stark, New York: Putnam, Capricorn Press, 1977.

THE SECOND SEX, Simone De Beauvoir, New York: A. Knopf, 1957.

FAMILY GUIDE TO BETTER FOOD & BETTER HEALTH, Ronald M. Deutsch, New York: Bantam Books, 1979.

THE DIRECTORY OF SPECIAL OPPORTUNITIES FOR WOMEN, Martha Merrill Doss, ed., Illinois: Garrett Park Press, 1981.

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CORE MATERIALS FOR SETTING UP A CAREER RESOURCE CENTER

Vocational Biographies. $146.50
Dept. RO-8, P.O. Box 31
Sauk Centre, MN 56378

Occupational Outlook Handbook
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
Bulletin 2205

American Trade Schools Directory
Croner Publications, Inc.
211-03 Jamaica Avenue
Queens Village, N.Y. 11428 $45.00 per year.

Handbook of Trade and Technical Careers and Training
National Association of Trade & Technical Schools
2251 Wisconsin Ave. N.W.
Washington, D.C. 20007 Free

Paying for Your Education
The College Board
888 Seventh Avenue $7.95
New York, N.Y. 10106

National Apprenticeship Program
Bureau of Apprenticeship and Training.
Employment and Training Administration
U.S. Department of Labor
601 D. Street, N.W.
Washington, D.C. 20213 Free

Career Opportunities in licensed practical nursing
National Association for Practical Nurse Education and Service, Inc.
254 W. 31 St.
New York, N.Y. 10001 $1.00

Opportunities in Paramedical Careers
by Alex Kacen
VGM Career Horizons
4255 West Touhy Avenue
Lincolnwood, Illinois 60646

Computer Careers
Consumer Guide
Fawcett Columbine, N.Y. 1981

The Metropolitan New York Job Bank
Bob Adams Inc.
30 Kinross Road $19.95
Brookline, MA 02146

Allied Health Education Directory
American Medical Association
Order Department OP-182
P.O. Box 10946
Chicago, IL 60610

What To Do With The Rest Of Your Life
Catalyst
Simon & Schuster Building
New York, N.Y. 10020 $11.95

New York State Employment Service
Job Service Division

College and Graduate School Guides

Catalogs from local colleges and schools

Shield Exercise

"I Am Proud....."

ID # ______________ Name ______________

If you complete the three sentences below, they will help you find out more about your values. Complete each sentence with a true statement about yourself.

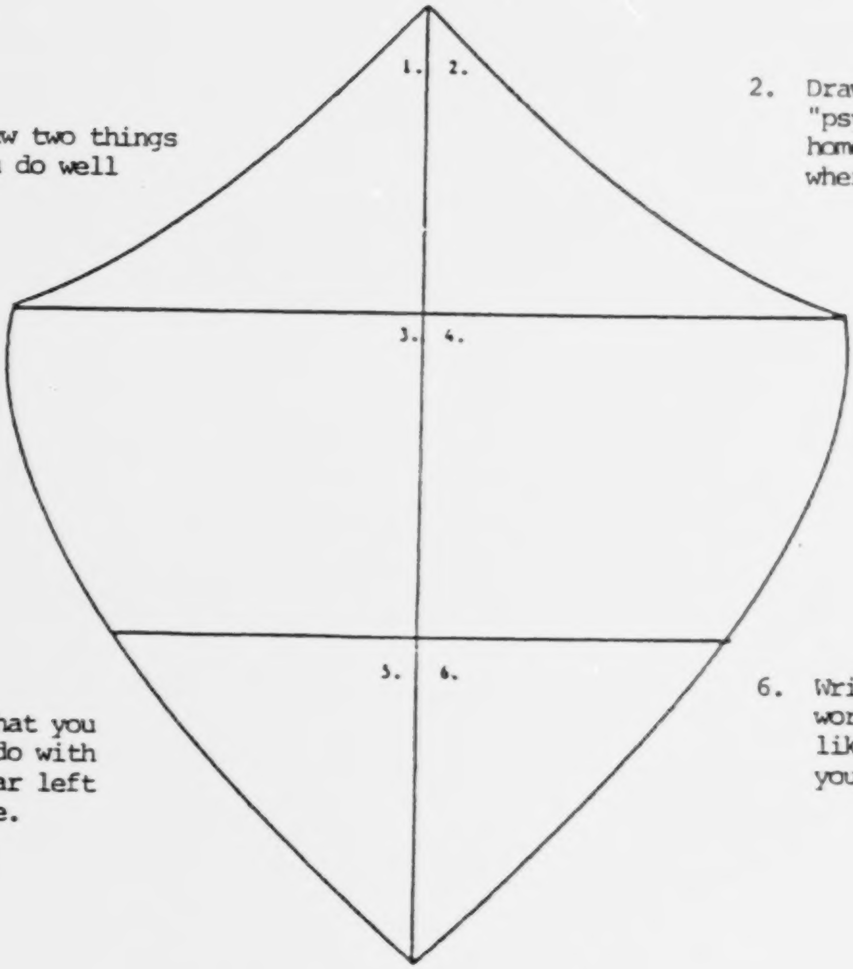
I AM PROUD THAT ____

I AM PROUD THAT ____

I AM PROUD THAT ____

COAT OF ARMS

Without concern for artistic results fill in the six areas of the drawing below to make your own personal "coat of arms."



1. Draw two things you do well

2. Draw your "psychological" home - the place where you feel at home

3. Draw your greatest success in life

4. Draw the three people most influential in your life

5. Draw what you would do with one year left to live.

6. Write the three words you would like said about you

CAUTION-SCHOOL IS OPEN-DRIVE CAREFULLY

We who now add "student" to our list of life roles, such as employee, mother, wife, community volunteer, craftsman, husband, father, gardener. etc., may already realize that in order to sustain one more role we must be just that much better organized. Unlike recent high school graduates, all of us may not be able to give top priority to school, but it is something we need or want desperately and we insist on being successful students.

Let's think about some of the ways we can use our time and energy most effectively to reach our goals.

Most of us have developed schedules of "what must be done when," and study becomes one more priority to deal with. Some find that early morning before anyone else is awake is the most effective hour available. Others find a scheduled corner while the family watches TV. Other adult students taped lectures and material they wanted to pursue further and played the tapes on the car seat as they traveled around the county fulfilling other obligations. Another way is to play learning tapes any time one is doing a task that requires little concentration. For most people sitting at a desk with a good light conserves time and energy. Studying in bed is not recommended except for invalids! Find your own style of learning -- is listening, reading re-writing or discussion with a fellow student the best way for you to retain what you need to get out of a course? Learn to start studying when you had planned to. This is the hardest part for people who have many diverse responsibilities gnawing for attention and time.

Not everything you have to learn will be stimulating and not every professor is a genius or showman. In your desire to get an education you may have overglamorized the process. Knowledge is powerful and exciting but there are still many dull, monotonous, even irrelevant kinds of efforts involved in getting a degree. Much of higher education was designed as custodial care of youth during the volatile years prior to maturity. Unfortunately you are still largely caught in that kind of mechanism -- as much restraint as a growing process -- but, for now, you must learn to adapt to it. If the subject is required but not your "thing", use it as an exercise in discipline and be thankful a semester is a short time. Keep thinking about how education could be improved -- maybe you can eventually change things.

Remember what you are doing is important and sometimes requires considerable adjustments in family life styles for the time you are a student, but that your goal is well worth temporary inconveniences.

Encourage yourself to read faster at all times. You have lots of reading to do now. If you do required reading before coming to class, the lectures will have more depth. Learn to listen. Don't try to take down everything, but do note important concepts so you can review. Often material given in lectures is not covered in the text. Often it helps to go over your notes after class and rewrite them as a brief essay. If something said in class is not clear, ask the instructor either in class or afterward. Try to relate material that is new to you to something you already know. "Hang new ideas on as many hooks" as possible to retain them. When you are studying, become a participant: Think, don't just try to memorize.

First glance over the whole assignment so you know what it's all about. Be awake. Be aware of what you are reading. Is it current or classic material? Who wrote it? Is it an accepted authority or an innovator? Many authors begin chapters and end them with their essential points -- learn to survey material for this kind of help. Some texts have summaries. Read them first, even though they are at the end. It may help to make a brief outline of each assignment, then go over it and see if you can elaborate from what you have read. During a semester occasionally go over previous assignment outlines and notes. You may find that they make more sense in the light of what you have learned since. All courses are not organized in the way you might learn most easily.

Perhaps you feel panicky about exams. Most people do who haven't taken one recently. If you have studied your material you are ready to do your best. Don't expect to prepare entirely the night before, but do go over your material then to refresh your memory. It often helps to have several review sessions with other students as this may help you realize which material is most essential and also notice things you may have overlooked.

In taking exams, it is important to read and understand the questions. Read through the whole exam (if it is an essay type) before starting your writing, so you can plan your time. Be sure you answer the question the professor is asking and not your interpretation of it. Follow directions! Think through your answers, then write them calmly, clearly and concisely. Allow time to reread your exam paper before turning it in. If you leave space between questions you may then add material recalled by other questions. With objective (short answer) exams you need to know the rules of the game. Ask! How is it scored? Do only right answers count, or are wrong answers deducted? If wrongs are deducted from the score, do not guess. If not, answer all those you are sure of and then go back and guess on the others. Read questions very carefully. Objective exams are often tricky in their use of negatives, etc., so read every word. If you don't understand the question, try reversing it--remove the negative, etc.

Get a good book on theme writing and read it before you do a term paper. It will help you organize your material in a step-by-step manner and what seems like an insurmountable object becomes an orderly process.

Don't worry about being in a class with the "kids." Most of them will welcome you and your mature opinions. Give their ideas the same consideration. Your goals are the same and all of you will be richer for sharing this part of your growth.

Most of all, enjoy school. It's a new world!

MORE EFFICIENT READING

Most adults use only 20% of their reading capacities. If you are going back to school or employment it is essential that you make the most of your reading time. Here are a few suggestions that may help you read better and faster.

Like swimming, reading is based on habits. The swimmer, when he is not practicing a particular stroke, is unconscious of his movements. Most people formed the habit of reading in grammar school; and have made little effort to perfect it to meet the demands of adult life. Like the swimmer, the reader needs to perfect his skill consciously if he is to survive in his personal sea of business literature, correspondence, newspapers, business publications, etc. He must trade his old bad habits for new good ones.

CUT YOUR READING TIME IN HALF

Skillful reading, like skillful swimming, gives you a head start. It cuts down backlogs of correspondence; it frees you to think and act--or frees time for other duties and pleasures. When you read faster, comprehend and concentrate better, you not only save time, but you also increase the value of your reading. You become a more alert, more responsive reader. You develop your ability to draw more intelligent conclusions from what you read.

Reading habits are firmly established in the early grades of school; therefore, it is going to take a certain amount of conscious effort to replace these habits with new ones. It might be compared to driving a hydromatic automobile after years of driving the standard shift. You would instinctively try to shift and it would take some practice before you could operate the car smoothly by using the new method.

PHRASE CIRCLING

Poor reading results mainly from the tendency of the eye to stop on every word. Your eyes do not simply sweep across the line when you read, but progress in a series of stops and moves, seeing the words only when they stop or fixate. Your reading speed depends largely on the deviations of fixations you make on each line of print.

The following sentence illustrates the eye movements of the untrained reader (each number represents one fixation, or pause of the eye):

```
 1 . 2 .  3   . 4  . 5  . 6   . 7 .  8   .  9  10  . 11 .12 .  13
If .you. read .word. by .word,.you.spend.needless.time.and.energy.
```

The eye movements of the untrained reader are haphazard, and the slower he reads, the less of his mind is held on the subject.

Learning to take bigger visual "bites" of the printed page--reading by phrases--is the first and most important step toward better reading.

The skilled reader fixates briefy once on every phrase and absorbs it as a unit.

For his eye movements are rhythmic and efficient. For example, he makes only four fixations compared to the thirteen made by the untrained reader.

1 2 3 4
If you read word-by-word, you spend needless time and energy.

Phrase-reading not only increases speed, but it also improves comprehension and concentration by "keeping the mind busy." You can think much faster than you can read, since your mind naturally moves faster than your eye. If you read slowly, your mind is free to wander. By reading faster, in phrases, your eyes provide your mind with more absorbing material. You do not have to stop after three or four fixations to assimilate an idea as you do in reading word-by-word. By reading in thought units, you are reading the same way you think, in concepts.

To build an awareness of phrases, try circling them on the printed page. For example, take a pencil and circle each of the meaningful thought units. Read it a second time, taking in each circled phrase. Ten minutes of daily practice will soon have you automatically seeing phrase groups instead of words.

SPACE READING

Space-reading -- looking at the space just above the line of print, instead of directly at it -- is the next step in developing rhythmic eye movements. Even after becoming aware of phrases, you may find it hard to read by phrases. This is because the white spaces between words naturally break the sentence into separate words. Your eye will still want to jump from word to word. By focusing on the space above the printed line, you will find you eye fixations will become smoother, and the phrases will hold together much better.

Once mastered, it will increase your reading speed and lessen the strain on your eyes.

COLUMNAR READING

You can also improve phrase-consciousness by letting your eyes move down a column of type with only one fixation per line. At first it will help you to draw a pencil line down the center of the column, and to follow this with your eyes. Try to see the first and last words of each line of type while looking directly at the center.

To start, you may find it easier to try the second and next-to-last words of each line of type. Later you may practice this technique on the way to work or during any breaks in the work routine. You will find it helps greatly to increase your eye span.

VARIABLE-SPEED READING

This technique will intrigue you. As we're sure you know, you do not read all material at the same speed. You can handle light reading at high speed. Technical material slows down any man.

Variable-speed reading makes it possible to get a broad picture fast ... to go right through the bold-face type and get the whole train of thought. If you want only the highlights you don't have to slow your pace.

However, you can shift gears as you read ... if you do want the details. You can go rapidly through the article -- with assurance that you will not miss any point -- until you come to a signal about a main point on which you want detail. You can then slow your pace to absorb the detail.

INDENTING

Also helpful is indenting -- or not allowing your eyes to read either end of a printed line. When moving down from one line to the next, break away about 1/8 inch in on the next line. Normally your eye automatically pulls to the white margin on either side and this slows down your reading speed considerably.

SELF-PACING

Get in the habit of constantly improving your reading rate by pressing against the very limits of your current capacity for a few minutes everyday. Time yourself every now and then to see how you are progressing.

COMPREHENSION

BENEFITS OF PRE-READING

Before pre-reading each article, you may think that this process wastes time rather than conserves it. Before long, however, pre-reading (with a little practice) becomes automatic, takes only a minute or two, and you will find that you will:

SAVE TIME. Not every article is of equal important to you. A pre-reading will tell you whether you will profit by a thorough reading of the article at hand. It will tell you if the article is on a subject that will interest you. (Titles and brief descriptions can sometimes be misleading). It will tell you if the discussion is too elementary and simply repeats what you already know. Or it will tell you if it is too advanced, if you must get a better background before you tackle the article or book at hand. If a pre-reading indicates that the article deserves a thorough reading then you have also saved time by your preliminary survey. Your advanced sampling of the author's style, your foreknowledge of the major points to be covered and the conclusions to be drawn, all help you to get through the article more quickly.

HOW TO PRE-READ. To pre-read an article, read the overview or summary of the main points. If the article appears useful, read the first two or three paragraphs, which are almost always sure to introduce the subject in a general way. Then continue reading only the first sentences of each paragraph. Be sure to note sub-headings, diagrams, charts, and pictures as you go along. The author will generally summarize his arguments in the last two or three paragraphs; read them thoroughly. If, after pre-reading, you feel a thorough reading is justified, you are ready to read intelligently and critically, since you already have an idea of what the author is talking about.

SUMMARIZING AND CRITICAL READING. Merely understanding what you read is not sufficient; you must evaluate it as well.

Summarizing is an invaluable technique to help comprehension and retention. To collect unrelated facts of varying importance is of no value to you. Therefore, summarizing will help you to organize these facts in order of importance. As you acquire the skill you will be able to summarize mentally, but to start it will be better to write down your summary.

As you read an article, clearly distinguish between main ideas and details. The topic sentence will usually give you the main point of the paragraph and the details will follow in the middle and latter part of the article. Jot down the main idea or topic sentence as you read and place the relevant points in order beneath it. This is a simple 1, 2, 3, -- a, b, c, pattern. Upon finishing, you will have an introduction statement, the main points that are to be retained, and a summary statement. This will provide you with a framework into which more detailed facts can be fitted and thus easily retained.

ENVIRONMENT. In all your reading, make sure you have a good environment, free from poor lighting and undue distractions. For example, always read in a well-lit room with at least two lights of equal intensity to prevent glare. And remember that excessive comfort will hinder, rather than increase your ability to concentrate.

It is vital to your career that you read with the same professional authority you exercise in all other phases of your job. Not only because it saves time for you. It also pays a bonus in new productive time. How? Because your mind moves far faster than you can read. Thus, as your eye races to catch up with your brain suddenly you have more time to think. And you think more lucidly. You concentrate easier. Plan more decisively. Move with new confidence. Inspire and impress others.

Thinking and reading can spell the difference between "just doing the job" and real success.

YOUR JOB: THE ITCH TO SWITCH

Changing employers is a big step, yet people do it an average of five or six times in their careers, according to studies cited by the U.S. Employment Service.

Northwestern University's Endicott Report, which surveys plans of major corporations for recruiting new college graduates, says 26% of these recruits move on within three years. But the urge can come at any age. Richard Bolles, author of a book on career planning called What Color is Your Parachute?, says 80% of all employed people feel this itch. If you are between 30 and 50, Bolles puts the odds against your working for your present employer ten years from now at 99 to 1. The odds are 50 to 1 against your being at the same old stand even five years from now.

Odds aside, the big personal questions are, Could I really land a better job? Would it be smart for me to move? Is this the time? Would I be doing myself a favor by cutting loose, or should I stay put, hold on to a steady spot on the ladder and reach for the new few rungs?

In sizing up the job you might leave behind, perhaps you should first consider whether it pays enough. As long as there is inflation, it will cost you more to live this year than last, more next year than this. At the very least your pay should be increasing faster than inflation eats its value away. If your pay raises merely match inflation, you are getting nowhere financially.

"Is Your Salary Up to Par?," in the November issue of Changing Times, gives you a number of ways to figure out how you are faring in this battle. Another measure of your job might be how your paycheck stacks up against what others get in similar jobs, both within your own company and in firms like in "The salary ranges given in that article may help you make these comparisons; so will published civil service pay scales for your type of work and experience level."

When comparing pay, remember to include fringe benefits--medical insurance, pension, life insurance, bonuses and so on. Originally, one purpose of such fringes was to tie you to an employer so you would be less inclined to leave. Now that new laws have made many private pension benefits portable and many major employers provide similar fringes, these benefits are not as binding as they once were. But they do matter. Don't overlook them.

Progress run aground?

Another consideration is whether you are gaining steadily in responsibility, authority and stature as well as in pay. Or is your career on hold?

You don't have to switch employers to have a career that moves. James Anderson is still working for his first and only employer, the Bell System, which he joined in 1963. He began as a management trainee in accounting in Washington, D.C., advanced through nine jobs in nine years, then took a transfer to A.T. & T.

headquarters in New York. He was director of budget planning for about three years before becoming head of A.T. & T.'s banking relations department, which coordinates financing for the far-flung Bell System companies. When a high-level job opened up in one of those companies in 1976, Anderson got it: vice-president and comptroller of Northwestern Bell Telephone in Omaha.

No doubt steady progress helped Anderson resist any thought of changing course. But his experience is not everyone's. Unlike Anderson, you may have a clear, alarming perception that your career is stalled more or less permanently in a job with no future.

Nothing is so demoralizing as being stuck in a dead-end job. In almost any company you can see all sorts of jobs that lead nowhere. Try to determine whether you are in one of those no-go jobs.

Some people are content to do what they are doing and ask nothing better. If you have in fact arrived at your ultimate, most fulfilling career destination, fine. Relish your achievement. But if you're not yet satisfied, better set some specific career goals against which to measure your progress.

Charles Shockley, who heads a major-claims service center for Sate Farm Mutual Automobile Insurance Co., had such goals. He has been with State Farm since he got out of college in 1960, and he knows his company and his role in it. "The company has a policy of promoting from within. It provides a lot of opportunities to move up and also for professional improvement through special courses and on-the-job training," Shockley says. "I laid out a series of personal goals for myself with a timetable not too long after I joined State Farm. So far I have reached each one on schedule."

Another device, useful for analyzing your career progress thus far, is to draft a resume, just as you would if you were hunting for a new job. Make sure it brings out your best points and shows off your career history to best advantage. What does it reveal? Is it a picture of a person who has moved into progressively better jobs over the years? Or is it a portrait of someone stranded on a job plateau?

Some factors that count

That point Shockley raised about company policy on employee advancement is an important one. Victor Lindquist, placement director at Northwestern University, notes that among employees there are two distinct schools of thought on this. Some companies are committed to employee career development. They promote from within, hold supervisors responsible for grooming people under them for promotion, and provide ways for employees to improve their skills and knowledge. Other companies view employees merely as resources needed to accomplish specific tasks. When a particular job is finished, so could the employees who worked on it.

A company's size and growth rate can affect your career prospects, A big, growing company will usually have more room for employees to move up than a small, stable firm where the chance to advance may occur only at long intervals.

That's the main reason why Roger Holden works for a large company, Travelers Insurance. It's his second employer. He left his first one after a couple of years because he saw no clear path ahead. Travelers seemed to offer a chance for training and advancement.

He began in personnel administration, later moved into personal lines production (the marketing and underwriting of personal casualty-property insurance policies), was promoted to assistant manager in 1970 and in 1972 became district manager in New Orleans, dealing with more than 80 independent agencies throughout Louisiana. Along the way he earned a Master of Business Administration degree in evening classes, and he is currently working on two insurance industry professional designations at company expense.

But sometimes the factors that steer your career are forces that neither you nor your employer can control -- turns in the economy, perhaps, or technological or social changes. They made a major difference to Richard Langston, an engineering graduate who was recruited by Standard Oil of New Jersey (now Exxon Corp.). He eventually became zone manager of industrial and commercial sales in Pittsburgh. But in 1973, after ten years with the company, he decided to leave.

"Exxon was an excellent employer with respect to salary, training, promotions, benefits. My decision to break those golden handcuffs wasn't dissatisfaction with the company," Langston recalls. "The thing that concerned me was the future of the industry. With government controls and international politics increasingly affecting the way the oil industry operates, I felt that there just would not be a lot of need for professional salesmen. I knew the challenge of achieving just wouldn't be there."

He found the challenge he wanted in running his own business. The firms he now owns -- hauling oil and packaging and distributing petroleum products -- will gross about $2,000,000 this year.

Is this the work you want to do?

Finally, there is a consideration that can completely outweigh whatever a job pays and whatever promise it holds for career advancement. That consideration is overall satisfaction with your lot. There is a worldwide movement concerned with what is called "work humanization" -- making work more satisfying and giving workers more participation in the organization of their tasks.

Cliff Mitchell came face to face with that consideration. After college, four years as a Navy officer and then graduate school, he began work as a junior accountant for one of the "big eight" accounting firms. The work involved auditing the books of an ever-changing series of client corporations, and career patterns were well-defined.

Mitchell had no misgivings about having entered accountancy as a career, yet something felt wrong. After a few years he concluded the job wasn't giving him the kind of work he was happiest doing. "For one thing," he said, "I was looking at financial history instead of making it." He was more interested in the other end, where decisions were being made, not where they were being reviewed. So in 1969 he joined the Brookings Institution, a Washington think tank, as supervisor of accounting. There he was involved in the kind of creative, problem solving accounting he preferred. Today he is assistant controller, happy with his work, his employer and his prospects.

Ben Colpitts came up against a similar situation, but by a different route. When he graduated from college with a degree in secondary education in 1973, he felt fortunate to land a job as a junior high school social studies teacher in one of the largest school systems in Maryland. He enjoyed dealing with students and took satisfaction from his classroom work. But he became disillusioned.

"I started out with a lot of idealism," he related. "I felt that one person could make a difference in what seemed to be happening in the schools. But the system got the best of me, and I concluded that if I couldn't do some changing, I would get out. I wasn't going to just stay on and self-destruct."

So last year Ben Colpitts quit teaching, moved to Charlotte, N.C., and eventually got a foothold in a new, mechanically oriented career with IBM. He took a salary cut to start but believes in the long run his new work will be more rewarding.

Before you make a final decision

Now suppose you scrutinize your job as honestly as you can and conclude that it simply doesn't measure up. The pay isn't good enough for the kind of work you do, there is no promise of better things ahead or your work in general leaves you restless, discontented. You have already done whatever can be done to improve the situation as it stands.

At this point, guard against making a move that in retrospect might look impulsive, either to you or to anyone reading your work history. Consider the experience of Jerry Griffies, who came out of college with a marketing degree and took a job with a local company.

Several years later, seeing older salesmen boxed into routine jobs and realizing there was no prospect of moving into the broader marketing field he preferred, he quit General Mills for a sales job with Proctor & Gamble in Atlanta. Seven years later he quit that job to operate his own paint and wallpaper store. When that folded in a year and a half, he worked for a while as a manufacturer's representative, then joined the J. Strickland Co., producers of hair-care products for blacks, as a territorial sales manager. He doesn't believe he's made his last job move yet. He would ultimately like to go into business for himself if the right opportunity comes along.

"One thing you lack when you're younger and inexperienced," Griffies reflects today, "is patience. You want to make a big splash right away. When you spend a year or two without feeling you're really accomplishing something big, you get the itch to move."

"If I had it to do all over again, I think I would throw all my energies into the General Mills job and move up within the company. My wife and I both always loved that company, and I can see now there might have been opportunities there that I didn't see when I was starting out.

"I wish I had had someone older and more experienced to advise me when I was considering that first move. But I didn't."

There is a lesson there. Seek advice from people you respect. Make sure you're not faulting your job for problems stemming from your own performance or miscalculation. But when you've thought it through and decided that move you must, make a move that not only gives you more responsibility and more pay right off but also positions you for further advancement.

Richard Buskirk, Southern Methodist University professor and author of career guidance books, says these are positive reasons for changing jobs. He adds that sometimes the only way you can get a promotion or pay increase is to use a bona fide job offer from another firm as an ultimatum to your present employer: "Promote me or I'll quit." When you attempt this ploy, however, be very sure you really do have that better job offer waiting and are prepared to accept it. Your boss can always reply, "Okay, so quit."

At such a moment, it might be worth reading the advice of career counselor John Crystal. He says, "Most people hang grimly on, afraid that they cannot get anything better, leading lives of quiet desperation, unaware that they can learn how to take charge of their own lives and then make almost any job or career they want."

In a nutshell, Crystal suggests you decide for yourself what you really want to do with your life, what kind of work you would most enjoy doing if you had absolutely free choices. Then develop your own realistic plan for finding the ideal employer.

Neither Crystal nor Buskirk nor anyone else suggests that changing jobs or careers is as easy as eating cake. More likely it will be difficult, if only because uncertainties are involved. But all agree that in many circumstances, perhaps in those you currently endure, changing can be a lot better than the alternative.

--Changing Times, December 1977

OPI

		IF YOU SCORED MORE TO THE LEFT YOU SAID YOU:	IF YOU SCORED MORE TO THE RIGHT YOU SAID YOU:
TI	Thinking Introversion	You prefer ideas as they apply to practical situations; like information for immediate use, and do not like abstractions.	You enjoy exploring ideas and thinking about them; prefer learning for learning's sake; like reflective thought ideas and abstractions and academic activities.
TO	Theoretical Orientation	Have little interest in science or problem solving.	Prefer reading about science, analyze and solve theoretical problems, using scientific methods, are generally logical, analytical and critical in approach to problems.
ES	Estheticism	Have little interest in art, music, drama or literature.	Show a high level of sensitivity to esthetic stimulation, including response to a painting, sculpture, music, literature, and drama.
CO	Complexity	Prefer structured activities with predictable results. Prefer to deal with one thing at a time, rather than many details.	Prefer flexible challenging activities and enjoy organizing complex materials and ideas. Enjoy diversity, uncertainties and the unpredictable.
AU	Autonomy	You allow others to make decisions; seek little responsibility.	See a need for independence and rely on your own judgment; non-authoritarian thinking.
RO	Religious Orientation	Prefer conventional activities; like to conform; fundamentalist or orthodox in religious belief and practice	Prefer exploring non-traditional attitudes; are skeptical of conventional religious doctrines and practices or reject them.
SE	Social Extroversion	Prefer lone activities; avoid groups of people. Tend to withdraw from social contacts and responsibilities.	Prefer to be with people, seek and enjoy social activities and responsibilities, relating to people in a social context.

IE	Impulse Expression	Tend to be afraid to let yourself go; afraid to take risks; want to be sure of outcome before before trying.	Tend to be impulsive (expressing feelings of sensuality, rebellion, and aggression); do things without planning; show an active imagination.
PI	Personal Integration	You lack confidence; often feel isolated, rejected lonely or hostile.	You like yourself; feel worthwhile most of the time; general feelings of adequacy and rapport with people.
AL	Anxiety Level	Find yourself worrying a lot about things you can't control; thinking in circles; may be moody; may be tense, high strung, worry excessively.	See yourself as calm, able to cope most of the time. Apparently do not worry or feel nervous.
AM	Altruism	Seek self-activities not directly involved with the welfare of others.	Have strong wish to help others; are trusting and an affiliative person.
PO	Practical Outlook	Find inner satisfaction a high priority. Find a great appeal in ideas over facts.	Believe in practical applications; value money and material possessions; like concrete rewards, pragmatic, interested in utility
MF	Feminity-Masculinity	Enjoy activities thought of traditionally for women. Strong social and esthetic inclinations. May be sensitive and emotional	Enjoy activities traditionally for men. More interested in science and mathematics.
RB	Response Bias	May be trying to make a bad impression or have a low state of self-esteem. May be depressed.	May be trying to make a good impression.

IDC -- Intellectual Desposition Category
Factor relating to intellectual scholarly disposition.

TIME MANAGEMENT

* ASK YOURSELF *

__ Do you race the clock every day just to keep up -- and lose?
__ Do you feel that you have too little time and that you are drained, depressed and unfulfilled?
__ Do you blame yourself for not being better organized?
__ Do you feel it is selfish to take time for yourself?
__ Does a fear of failure stop you from undertaking new projects?
Do you waste time on a lot of trivia and act out "Parkinson's Law"--the concept that activities can expand to fill up all the available time?
__ Do you organize all your time around the needs of others (e.g., husband, wife, children, parents)?

* HELP YOURSELF *

There are no "magic tricks" for effective time management.

It is important that you know where your time is going. A fairly accurate log kept for five or ten days will give you the data you need to analyze how you use your time.

You may discover that you are in control of only a very limited portion of your time. Being in control of how your time is spent, assuming responsibility for choosing how and on what you spend your time will overcome this problem.

Once you know what your objectives are and how you want to allocate your time, your next step is to prioritize your activities to move toward more efficient and effective use of your time.

ID # ____________________

LIFE-SPAN INTERVIEW

Interview 4 people:
- A grammar school child
- An adolescent
- A middle-aged person
- A person over 60

Ask each one these questions:

What is the one thing in life that you value most?

What do you think are good careers for women and men?

What do you think about affirmative action?

ID #__________________

HANGUPS THAT PREVENT WOMEN FROM HAVING ENOUGH TIME

The clock says 2 p.m. In less than an hour you'll taxi your daughter home from school. Then it's off to buy a wedding gift for a relative and a grocery item for a neighbor. And you still haven't called your mother. And... where has the morning gone?

Every day millions of women ask themselves the same question. Despite the plethora of "labor-saving" appliances now within the economic grasp of most women, despite all the studies proclaiming that women now have ample opportunity for leisure-time pursuits, and despite the fact that a significant number of women can afford some household help, millions of women race the clock every day just to keep up with themselves... and lose.

Dr. Air Kiev, head of the Cornell Program in Social Psychiatry at New York Hospital, notes that the majority of his women patients complain they have too little time and that they feel drained, depressed and unfulfilled.

"Characteristically, and understandably," says Dr. Kiev, "they blame their trouble on the demands of home and family. Or they blame themselves for not being better organized. But when we map out a typical day, it becomes clear that the time is there, but something prevents them from using it to lead fuller, richer lives."

Dr. Marie Badaracco Apolito, a New Jersey psychiatrist and the mother of two young children, cites selflessness as one part of the problem. "It's a fear of seeming selfish... a reluctance to take time for oneself or even feel that one has the right to take the time... a fear that is predominantly female because selflessness is built into a female's role from the beginning."

The fear of failure is another part of the problem. This fear is a pitiful waste of time and can be virtually paralyzing. Some women long to undertake a project such as starting their own business or going back to school -- something that excites their imagination. But instead they fritter away their time on a lot of trivia and become a living embodiment of "Parkinson's Law" -- the concept that activities can expand to fill up all the available time. Says Dr. Kiev: "Women like this are afraid to bungle a job, afraid to be criticized, afraid to commit themselves. They're scared stiff to take on their own life and be creative in it."

By illustration, one of Dr. Apolito's patients, a woman who had written some short stories, continually expressed a need to write a novel but never seemed to be able to get around to it. "She can write and she has the time," says the psychiatrist. "But if she actually sat down at her typewriter, she'd have to turn out the greatest novel ever written. So she makes sure she doesn't have the time. She shops for hours, watches daytime TV, visits friends, sleeps late and puts in a lot of time at the hairdresser's all because she's afraid to take on her own potentiality."

"You know," says Dr. Kiev, "if you start out by saying 'I will succeed,' the likelihood of success actually increases. And if you lose, well, maybe it won't hurt as much because you know you've tried your hardest."

A third tussle with time is a woman's compulsion to organize all her time around her husband's needs even if she's involved in a weighty project of her own.

Dr. Erika Freeman, a New York City psychoanalyst, recounts the history of a woman patient who was working on her doctorate -- a demanding effort, to say the least -- but who continually subordinated her time to her husband's.

"If a man is working toward his Ph.D.," comments Dr. Freeman, "his wife invariably will organize her time to coordinate it with his. But very rarely is the reverse true. Fortunately, the husband in this case was an extremely helpful man. But his wife actually had to fight the intra-psychic conditioning which compels women to fulfill all the traditional housewife's tasks even when they are engaged in demanding projects outside the home."

The woman with this unsettling anxiety finds time chewed up by doubt. Dr. Apolito explains: "Say a man wants to go to the movies but his wife is tired and would rather stay home that particular evening. If she is uncertain about his feelings for her, she'll accompany him to the movies anyway for fear of some kind of 'retribution' -- for fear he'll be angry with her or love her less."

A related hangup is the tendency to be a martyr. The woman given to martyrdom spends an extravagant amount of time "doing" for others, things she may not want to do at all. "But she does them," says Dr. Apolito, "so she can say (if only to herself), 'Look what I'm doing for you, sacrificing for you."

Is the motivation necessarily bad? "It may be the only way she can relate to people," observes Dr. Kiev, a suggestion supported by Dr. Apolito, "But self-sacrificing behavior is sometimes manipulative, a means of being rewarded with love and appreciation," says Dr. Apolito.

"No one's perfect," goes the adage; yet it's surprising how many people attempt to prove they are. Perfectionism is a trait which Dr. Kiev says, can be an asset in moderation, but which becomes a "handicap when expressed with too great intensity."

If we could peer into the soul of the perfectionist female, we'd find someone who suffers fiercely with respect to her acceptance of herself. In order to make herself feel better, she struggles to find a way to be not only accepted, but admired.

DO YOU STEREOTYPE YOURSELF?

by Jean Rosenbaum, M.D., with Evelyn E. Smith

When you watch old movies on the Late Late Show, you know right away that the wisecracking call girl has a heart of gold, the benevolent old country doctor knows more about medicine than the slick city specialist, the man who kicks the dog is the villain and the man who kisses his horse is the hero. The parts they are playing are all stereotypes. According to the dictionary, a stereotype is anyone or anything that conforms to an unvarying or fixed pattern without any distinguishing individuality.

You don't find as much stereotyping in modern movies. Ladies of the evening can be dull and nasty, and kindly rural doctors as likely to make incorrect diagnoses as their callous metropolitan colleagues. An impatient good guy might give a dog a little shove with his foot, and a man who kisses his horse would be considered a pervert rather than a hero.

Unfortunately, life has not followed art. Although our movies may have become less stereotyped, our attitudes toward each other have remained as stereotyped as ever. There are all kinds of common stereotypes. Some identify the individual with the characteristics of his racial or ethnic background. Others identify the individual in terms of his or her profession, occupation, interests, and social or economic status. This can lead to such broad and often misleading generalizations as, "All teenagers hate the Establishment," "All Scotsmen are stingy," or "All librarians are sex-starved." No doubt every one of these is true when applied to a particular person in certain instances, but they by no means represent the general rule.

If you think of people that way, you are looking at them as faceless symbols. Stereotyping in this broad fashion simply makes us appear to be robots and, although it's true that the world has become more rigidly technological and stratified, we have not yet reached the stage of personality automation. We are still living in a world of individuals.

Sometimes stereotyping is a convenient way of getting a quick picture of someone. For example, when you are first introduced to a new person, you automatically use the stereotype method to form your first impression. You may form the stereotype from hearing the person's name, finding out what he does or where he lives; you may even base your judgment on the way he shakes hands. Instant stereotyping like this is dangerous only if you refuse to let go of your first off-the-cuff impression about another person even when further acquaintance proves it to be incorrect. For instance, if you're introduced to a man sporting a black eye, it's natural for you to think of him as a "tough" character. However, if you persist in thinking of him that way even after you find out he was in an automobile accident the day before you met him, you have used the stereotype to do him an injustice.

Do You Stereotype Yourself?

Stereotypes are everywhere, and chances are that not only have you applied them to other people but that some of them have probably been applied to you, as well. As a mother, a mother-in-law, a daughter, a member of a club or other group, you probably have been identified not as *you*, the person, the individual, but as *it*, the stereotype. Some stereotypes are agreeable. It's nice to be thought of as the type of mother-in-law who can always be relied on in a pinch, but it's not so nice to be thought of as the mother-in-law who is always interfering in the lives of her children and their spouses.

You can also easily stereotype yourself without even being aware of it and, as a result, limit your personal achievements. If you stop to think about it, you'll discover that some of your behavior patterns are actually dictated by the stereotype image that you have fastened onto yourself. How many times have you said things to yourself like, "I can't start learning to ride a bicycle now. My children would make fun of me." Or, "I'm too old to take up tennis, even though I'd love to play."

Have you trapped yourself in a stereotype, or have you allowed others to trap you? Some people don't feel trapped; they take comfort in the security of their stereotypes and would be lost without them. Therefore, you must decide whether you really want to do the things you've always told yourself you wanted to do... decide just how much you want to cut loose from the factors that create these stereotype images.

There is a vast background of ethno-historical stereotyping that we inherit from our families and cultural groups. We grow up accepting these stereotype images for ourselves and others. Sometimes, of course, these stereotypes fade because of altered world conditions and attitudes. Good examples of these are the changes in the old stereotypes of the Oriental as "sinister," the farmer as "simple," the landlord as "heartless." To get an idea of what some common stereotypes of the last century were, read an old melodrama of that period.

New stereotypes are continually being produced. Current literature is full of them, and television, particularly the soap operas, has taken up where the movies left off. Since the shows simulate real life situations, it's easy to believe that all doctors, all nurses, all wives and so forth behave the way they do in these contrived settings.

The whole business of stereotypes is one of the factors behind the various liberation movements. All of a sudden, whole groups of people suddenly realized that they were being treated as stereotypes just because they were female, or black, or Chicano. These are all examples on rather a large scale, but there also are countless examples of such stereotyping on the personal level. For instance, you've thought of yourself all these years as Jane Robinson; one day you wake up and realize you've let your family stereotype you as "Mom" or "Grandma." Or you may think of yourself as "that brilliant trial lawyer" and find that the world has stereotyped you only as "that woman lawyer."

Sometimes families have stereotyped their children, not only stunting their emotional growth but actually controlling their social lives and professional choices. For instance, the parents who proclaim that their child is shy and retiring may so fasten that image on the child's personality that he cannot escape from it. He becomes too timid to express himself well socially and, in choosing a career, lets himself be guided by the parental stereotype. He'll take up some occupation like teaching or bookkeeping that corresponds to his parents' idea of what a shy retiring type should do.

The opposite can happen when parents arbitrarily decide that one of their offspring is a born leader or accomplished in some other way. Many children are pushed onto the stage when they have only moderate talent for music or acting or no inclination whatever for public performance. Too many whose parents try to make them into little Yehudi Mehuhins or Shirley Temples wind up an emotional mess.

Time to Change

Most people, of course, don't have their emotional lives ruined by being forced into the molds their parents set up for them; they are simply not as happy as they might have been had they been left to develop in their own way. If you suspect that you are not being you, but are acting according to a stereotype set up for you by your parents, it's not too late to change, no matter how old you may be. And the time to change is now. Examine that stereotype and see how well it fits with your own inner identity. Discard those elements that you decide are not an integral part of your own personality. Separate what you feel you ought to do from what you want to do. When you've made the distinction, then make your choice. But be prepared to cause some surprises and anxiety to your family and friends. In fact, you'll know that you have succeeded when you hear them complain that you're not the way you used to be. Of course you aren't, because now you are being your true self.

Sometimes a child is stereotyped not by his parents but by other children. Peer group stereotyping starts early in your life. As a child you want to do what the other children are doing. This desire to conform gets especially strong during adolescence. This is the time of life when you feel that you'd "rather die" than not dress the way the other boys or girls dress; or do the things they do. "Being different" during childhood and adolescence isn't a distinction, it's an affliction. That's why most adolescents seem to be wearing a uniform -- like the current long lank hair for girls and beat-up blue jeans for both sexes.

Conformity is normal during adolescence. The danger is that the urge to conform to the group stereotype may remain with you for the rest of your life. To a certain extent you can't avoid it. Most women don't want to be the only one in the office or group whose hems are at mid-calf when all the others are wearing theirs at the knee. But group stereotyping can go much further than fashion; it can literally force you into seeing certain movies, reading certain books, taking up certain hobbies and sports, and leading a certain kind of social life. Because you don't want to be different from the others or feel left out, you do what the group does. This is fine if acceptance fits your true personality, but it can be emotionally upsetting if you really want to be a different person but are afraid to express yourself for fear of antagonizing your friends.

This can be most obviously dangerous in the case of something like drinking. Many people who really do not enjoy--or actually cannot handle--liquor feel compelled to imbibe because the people they associate with drink ... just as many adolescents experiment with marijuana mostly because of group pressure. On a less sinister level, many people have learned to play bridge because everyone they know plays bridge, or go boating because everyone they know has a boat, even though one activity bores them and the other makes them ill.

Some wives who want to help their husband get ahead in business will accept the stereotype of the excutive wife and attend ladies' lunches, help organize charity balls and work for causes they have no interest in, even though they hate the whole routine. Both men and women striving for business success may go even further and violate not only their inclinations but their principles in conforming to the stereotype of the executive.

In assuming a group identity, you may be repressing your true self. This can create tension, because such repression is unnatural. Furthermore, the aspects of yourself that you are hiding may be the best parts of you, the parts that, if allowed to see the light of day, could turn you into an interesting individual rather than a characterless automaton almost indistinguishable from all the other characterless automatons that move among.

A PERSONAL QUIZ ON STEREOTYPING

1. I think of myself first as a "mother" (or other family figure).

   Yes / / No / /

2. I willingly follow group pressure whether or not I agree with the group.

   Yes / / No / /

3. I accept the sterotype characteristics as shown to me on TV and in books.

   Yes / / No / /

4. Although I am now an adult, I still try to conform to the way in which my parents see me.

Yes / / No / /

5. There is a wide difference between what I do and what I would like to do.

Yes / / No / /

6. I do not do certain things because I don't think they fit in with my "image."

Yes / / No / /

7. I make my life-style fit in with my choice of profession.

Yes / / No / /

8. I want other people to assume certain facts about me because of my occupation, education or economic status.

Yes / / No / /

9. I am more comfortable with other people who are themselves stereotypes.

Yes / / No / /

10. I am more satisfied with myself as long as I stay within the limits of a stereotyped personality.

Yes / / No / /

Count 10 points for every "Yes" answer; 5 points for every "No." In this quiz, the lower your score, the better; for it shows that are expressing your own individuality and avoiding the traps of stereotyping.

ARE YOU BOXED IN BY STEREOTYPING?

When you describe yourself to others do you think creatively about your own image--or accept the stereotypes that others use about you? Can you use words about yourself that imply change, the possibility of growth, an expanding personality?

A stereotype is a simplistic picture of a person, perhaps generalized from a single characteristic which may be true of one person but not of another, or even of most of those in a particular class--i.e., "Scots are stingy" or "Fat people are good natured." When you allow yourself to think in this way, you are likely to try to fit the label you have chosen--even though it is not 100% attractive. Once this process begins, it becomes more and more difficult to change. The label may become an unconscious goal.

When you look at other people, see the whole person and don't accept a casual label. Think about the possibilities for growth. Stereotypes lock people in, often irrationally, placing them where they may never have been and so limit the possibilities for change.

Some of the artificial limitations which occur with traditional stereotyping are age, sex, size, or national origin. Think of how often someone you know says, "Oh, I am too old to learn to drive." This is supported by folklore and even little catchy sayings like "You can't teach an old dog new tricks." But, certainly a dog never stops learning-- observe! That myth was perpetuated by someone whose canine friends had learning problems caused by overfeeding rather than age. Maybe it should have been "You can't teach a fat dog new tricks" -- another stereotype, but, perhaps closer to the truth. We may learn more easily when motivated by hunger or other needs.

Stereotyping has always been tied to symbols. This is evident in the theater where the villian has become recognized as the man in dark clothes. We have to look closely at symbols and see if they really apply to the present. Perhaps the man in the dark suit is really the groom on the wedding cake--the symbol of a hero, not a villain.

Women, minorities, old people, teen-agers, Catholics, Jews--all have been boxed into stereotypes and their growth often has been restricted by those boxes.

It is important as you look to grow and change your life that you do not let yourself be limited by either self-imposed, stereotyped images--or those you see others applying to you. Remember that stereotyping usually stifles creativity. Your freedom to grow and change your own life depends on your ability to toss aside the stereotypes that don't fit. In becoming the person you want to be it is up to you to make the conscious choices that move you toward being an interesting individual, a unique person, one of a kind, impossible to stereotype.

VALUES AUCTION

		Budgeted	Bi
1.	A home for you and loved ones overlooking the most beautiful view in the world	.	
2.	To have an exciting love life	.	
3.	A life with meaning, purpose and fulfillment	.	
4.	An exciting and challenging life	.	
5.	The perfect family life	.	
6.	To live to 100 with no illness	.	
7.	To be an educated person	.	
8.	To be the best at your job	.	
9.	To be highly regarded as a true friend	.	
10.	To be the best athlete in the neighborhood	.	
11.	Unlimited travel and tickets to any event	.	
12.	The love and admiration of most people	.	
13.	Physical attractiveness and unlimited wardrobe	.	
14.	A chance to do your own thing with no hassling	.	
15.	To be the wisest person and make only right decisions.	.	
16.	A room full of dollar bills	.	
17.	Success in school	.	
18.	To be close to God	.	
19.	To enjoy the work you do	.	
20.	To own an all-wise computer	.	
21.	A chance to serve the sick and needy	.	
22.	To be the model husband/wife, parent and host or hostess	.	
23.	To become a famous person	.	

24. to be a recognized community leader .
25. A chance to eliminate prejudice in the world .
26. Financial security .
27. Complete inner harmony .
28. Daily massage and the world's finest foods for a year .

WRITING YOUR RESUME

A resume is a brief description of who you are -- an advertisement of yourself and what you can do for an employer. It's purpose is to get job interviews so you can land the right job.

A resume should be attractive and easy to read. Employers get many applicants and have little time. They want to know exactly how you can be useful to them without having to read through excessive or unrelated details.

You need to put your name, address and telephone numbers at the top of the page. If you are not easy to reach you may want to give a number where a message can be left for you.

Next, focus on your job objective. State it briefly and clearly. You may want to leave this space blank and fill in a goal suitable for each advertisement you answer, or you may want to state a more general objective such as "a position which will make use of my skills and provide an opportunity for growth."

Decide whether your experience or your education is more important and describe it next.

Education should list any training specific for the job desired, as well as general schooling or college, noting major fields of study. List diplomas or degrees, but dates are not necessary unless they are favorable to you.

Work experience can be described in two ways, either by tasks performed and skills used (functional form) or listed by date (chronological form). If you have worked without large gaps in employment, listing jobs by date may be easiest, starting with the most recent. If you have moved often from one job to another or have periods of unemployment, it may be better to describe what you have done, grouping similar jobs together in brief paragraphs. In order to make either list, start by writing down all experiences you have had that relate to work, whether paid or volunteer. Give most attention to the things you do best and want to do again. Describe what you did using "action" words that show accomplishments and skills without bragging or exaggerating.

Never lie!

You may want to list hobbies and community activities, including honors which have been awarded to you. This gives an employer another view of you.

Omit personal data such as marital status, age, health, or a photo.

Do not include anything negative such as why you lost a job or disagreements with employers. Do not discuss wages in a resume. At the end of the page (and it should be kept to one page if possible) state that references are available on request, but do not list names.

The resume is you. Take care with the total appearance. Blank space is an asset if well placed. It gives emphasis to what you have written. Be sure that spelling is correct and that typing is neat. Use a copy machine that makes clean, clear copies. Printing is not necessary.

When you send a resume by mail, include a covering letter to tell why you are interested in this particular job. You can say that you will call for an interview, or you can say that you are waiting for their call. If you have not heard from them in 10 days, make a friendly telephone inquiry.

Sometimes it is appropriate to carry a resume with you when canvassing for job openings. Even when applications are not being taken you may be able to leave a resume on file.

Remember that a resume is your personal report. You are the best person to write it. If you need further help, your local library has books which give examples of many sorts. After you have looked at them, shape your own information into a successful advertisement of you.

RESUMES

Some Action Words And Phrases To Use With Resumes Clustered According to Function

able to
exhibited
performed
practiced
prepared
presented

began
constructed
created
designed
developed
established
evaluated
generated
implemented
initiated
introduced
invented
organized
planned
produced
reorganized
sponsored

aided
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nursed

taught
trained

cut costs
reduced costs
raised profits

edited
recorded
researched
wrote

accomplished
achieved
completed
equipped
was promoted
succeeded

CHRONOLOGICAL RESUME

This is a typical chronological resume. Shows major responsibilities and diversity of experience. No gaps.

Roberta Simons
415 Northrup Street
Portland, Oregon 97208
(503) 710-4183

STAFF ASSISTANT

Work Experience:
1971 - Present

Staff Assistant to Chairman
Department of English
University of Iowa

Responsible for smooth day-to-day running of department of 15 persons.

- Prepared university and government surveys and reports.
- Prepared agenda and faculty meeting minutes.
- Prepared authorizations of expenditures of $175,000 budget.
- Prepared quarterly audits, projections and financial statements.

1969 - 1971

Assistant to Chairman of Math Department
University of Iowa

- Carried out administration policies of section processing payroll, coordinating work schedules, ordering supplies and equipment.
- Scheduled meetings and appointments.

1968 - 1969

Secretary/Editor, Journal of Applied Math

- Directed day-to-day journal operation. Handled all general queries regarding communication with authors, referees, and publisher. Prepared statistics, agenda, and minutes of Editors' meetings.

Education:

B.A. Portland State University, 1968
Humanities major. Honor student.

Use the chronological resume format if you have worked steadily. Layout is well-designed for easy reading.

FUNCTIONAL RESUME

Morgan Hunt
125 West 89th Street

Telephone: PL7-0600 (Office)
(212) TR6-3878 (Home)

RESUME

Education:	Columbia College, B.A. 1966 Columbia University, M.A. 1967
Fields of Interest:	Urban Development, Ecology, Medicine, Education, Fine Arts, Psychology

Major Work Experience:

Program Development

Collaborated in research into the representation of minority students in medical colleges. Developed the proposal for a major study in the field. Coordinated and administered the New York State division of the program and asumed the responsibility for accountability in the amount of $50,000. Program has had major effect on medical education.

Writing

Compiled and published three reports on minority education. Produced a booklet for general public.

Research

Gathered and analyzed information concerning graduate professional education. Familiar with data collection and statistics.

Administration and Management

Have hired and trained research assistants.

Public Relations

Experienced in preparing press releases.

The functional resume is a good choice when there have been many time-gaps in your career.

VOLUNTEERING PAY-OFFS

- Unpaid work experience can be used to enhance your marketability.

Volunteering helps you:

- explore new career options
- develop new skills
- test your interest in an occupational field
- avoid vocational risks
- make personal connections in your field of interest
- develop reference sources

NETWORKING

Networking is one of the best employment services available to most people. It costs little, is fun, and has many good side effects. Although it is as old as history, it is a method of finding a job, or a better job, that many of us do not intentionally use. Why not try it? The cost is less than buying the want ads, you often make life-long friends, and new worlds open up.

Networking is making use of personal contacts as an important part of the job search or career advancement. Sometimes people form self-help groups that meet regularly and label them "networks." More often, networks are not formal. They are "connections" with people who may be able to give information, may make introductions to other people, or may even be able to place people in jobs. Everyone has some connections of this kind, often without being aware of them. Sometimes we even feel embarassed about letting anyone know such intimate facts as that we are unemployed, unable to live on the low wages we earn, need more variety or challenge on the job, or feel trapped in the wrong job. Yet, for many of us, there is help for our condition as near as the next house, the organizations we already belong to, the bowling team, our church or synagogue, or the parents of our children's friends. Networking is making use of all these connections.

Networking is sharing: a two-way street. Don't hesitate to ask for help, or to give it. When you do so, you become a part of the network. Think how good you will feel to know that your own small contribution of information may result in someone else getting a job or a promotion. It might not have happened if you had not been networking. Most human beings find great joy in helping someone else. Don't be afraid to ask, and to keep asking.

Networking requires some planning; little happens by accident. Start by talking with close friends about what you would like to be doing. Ask if they know anyone you can talk to about that kind of work to get more detailed information. Your network has begun. People you don't know at all are usually happy to talk about their work and may refer you to others, but you have to make the first connection if you want to get on the line. It is more comfortable to be able to say to the next person, "I need some career information and Mr. (or Mrs.) Doe said you might be able to help me since you know that field so well."

The career (or careers) I want to network into: ______________________________

____

Whom do you know who could give you the information you need? Or get you started in that direction?

____

____ (Connections)

Whom do you know who is a good role model (successful person in the job you would like who enjoys the job).

____

____ (Role-Models)

____

and someone who doesn't like that job....find out why

____

Whom do you know who could talk about the future and where you might go, who could help you choose how to get more education, change jobs, keep moving up?

____

____ (Mentors)

____

Keep in touch with all the people above, and remember to give back to your network the help that you become capable of giving.

You have made your own NETWORK.

YOU CAN USE YOUR VOLUNTEER EXPERIENCE TO GET A PAYING JOB

by Tobi Frankel

YOU RAN a church bazaar so successfully that the profits were double what they were the previous year; you organized a registration drive for a local election and enrolled 100 more people than anyone else; you wrote a letter appealing for funds for a children's hospital that netted the largest response in the institution's history.

All volunteer work, you say, and not meaningful on a job application, right? You want to get out into the business world and think you have no job credentials, right?

Wrong, say the experts, who believe that unpaid work can be properly translated into marketable skills on a job resume.

As Janice LaRouche, a New York City job counselor, sees it, "What counts is to have a good sense of who you are." Jane Gould, head of the Women's Center and former director of placement at Barnard College in New York City, urges women to have a positive attitude toward themselves and not underestimate their volunteer work. Barbara Dank, head of Career Horizons for Women, a life-planning workshop at Hofstra University in Hempstead, N.Y., feels the same way. "If a homemaker regards her volunteer work as 'nothing,' then she will have a bad image of herself."

Preparing a job resume, or summary of work experience, in anticipation of entering the job market is a good way of learning what your strengths are and what kind of job you might like. It will prevent your blurting out at a job interview, "I'll do anything." Rather, it will enable you to "communicate your uniqueness," says Ms. LaRouche, for the resume may also point up the need for additional training, so that you can build on your existing skills and interests, or acquire new ones.

Jane Gould suggests that the person who doesn't know what she wants to do should make a list of her volunteer activities, itemizing the skills in detail. Hopefully, a pattern will emerge from the listing that will help define the person's talents.

Too often, women simply list their activities without indicating the complexities of the tasks performed. For instance, in her initial resume, one woman wrote in chronological order that she had been president of a kindergarten association; corresponding secretary of the women's auxiliary of the town hospital; volunteer worker in the hospital emergency room; first-aider and ambulance driver in the first-aid squad; coordinator of first-aid squad publication; organizer and troop programmer of Girl Scout troops; and co-president of the PTA board.

Under the guidance of Ms. LaRouche, her skills were restated: Vague phrases such as "I was involved with" or "I am familiar with" were avoided, and active verbs were used to spell out the woman's responsibilities.

In the new resume, her experience partially read: Emergency Room "Pink Lady"--Admitted accidents, took case histories, notified doctors, police and families. Cleaned wounds, set up gynecological exams, prepared suture trays, assembled cast and splint materials, administered oxygen; general assistant to doctors and E.R. nurse. Inventoried, checked and helped order supples. First-aider--Answered police calls and drove ambulance during day; rode in back of rig attending patients at night. Coordinator of first-aid publication--Compiled phone and address directory, solicited patrons, arranged printing of 3,000 copies.

Based on the expanded, more specific resume, a covering letter and an interview, the woman eventually got a job as a hospital coordinator. The accompanying covering letter expressed her great interest in hospital work and indicated to the prospective employer how certain of her skills applied to the particular job opening.

Lenore Beck, now head of the arts department of a private school in New Jersey, was a volunteer while her family was growing up, until she decided to go back to work five years ago. Her list of past activities showed that she was trained in the arts, taught music at home, was responsible for starting a chorale, was a member of the board of directors of an arts center and had organized theater parties.

With the help of the Barnard College placement office, she wrote a resume that presented her credentials meaningfully: A topic sentence to summarize her past experience; categorization of experience according to teaching, organizing, music education, without regard to the chronological order of experience; use of the word "I"; specifics about achievement, such as monies raised or size of groups.

Her revised resume reads in part:

> Name:
>
> Address:
>
> Telephone Number:
>
> Experience:
>
> My background includes 15 years of experience in administration, program planning and fund raising in the fields of music, education, politics and community service.
>
> My responsibilities in the area of music range from teaching and developing music curricula to organizing, conducting and managing choral groups.
>
> I am one of the founders of the Pro Arte Double Chorale and, as a member of the Advisory Board of the Chorale, have worked to develop an amateur group of 40 singers into a professional chorus performing in Town Hall and Carnegie Hall to full houses and fine reviews. We started with limited funds and are now managing a budget of $20,000. I have helped develop a first-rank chamber music series for the Art Center of Northern New

Jersey. We began with three concerts and an annual deficit and have produced a sellout series of five concerts. As a member of the concert committee, I have responsibilities in hiring the artists, managing the budget, securing the hall and preparing publicity for the center.

I have also had substantial administrative experience in civic and political organizations.

I have run successful theater parties as chairman of the Scholarship Benefit of the Radcliffe College Club. In addition to selecting the plays, preparing publicity and enlisting patrons, I organized volunteers and supervised ticket sales.

(The last section of the resume may list education, secretarial skills or languages, where pertinent.)

While writing her resume, Mrs. Beck realized that she was interested in arts administration. Coincidentally, she read about a summer course in that field at Harvard University. She enrolled, earned a certificate in arts administration and returned in the fall to be cultural director of the local YM-YWCA. Thus, the formulation of the resume helped Mrs. Beck crystallize her employment goals.

Other Methods

Homemakers who have not had volunteer or paid employment should not despair. Barbara Dank offers the following frank statement for them: "I have been working hard these last 10 years, though not gainfully employed, managing a family of four." Mrs. Dank believes that an "employer will give such a woman a chance if she thinks positively." The homemaker's resume might include descriptions of her financial responsibilities--checkbook balancing, paying bills, arranging for loans to pay for the kids' college education, portfolio management, compiling the income tax--and organizational abilities, such as setting up carpools, being a block mother, preparing weekly dinner parties in connection with husband's job and so on.

Mrs. Dank also recommends that each volunteer keep a dossier of her activities explicitly stating what her duties were and which she liked.

Even more than maintaining a dossier, Barbara Dank suggests that the homemaker/volunteer do her volunteering with the future in mind. "Don't regard your volunteer work as playing Lady Bountiful. Women don't realize they can speak up and offer service they enjoy." If you're a bookkeeper by training, she advises, offer to do that rather than licking envelopes; and if you like to write, prepare public relations releases for your organization. She sums it up this way: "If a person makes thoughtful choices in her volunteer work, she can grow in the situation."

Planning your own volunteer experience will make writing that job resume much easier.

Where to seek help in resume writing and job counseling:

1. U.S. Employment Service
2. YM-YWCA
3. College or university career-counseling services
4. Community or adult education programs.

THE COVER LETTER

by Frances K. Bastress

During my career in personnel administration, I read all incoming correspondence from job hunters. This sometimes meant I processed 30,000 letters annually. Clearly, it is difficult to make a favorable impression on paper in the face of such competition. The letters you write during your job hunt, however, can make the difference between getting an interview or being turned away and between receiving a job offer or a rejection. Since the competition typically does not devote the necessary time and effort to writing effective letters to the people involved in their job finding campaigns, communications of this kind can serve to professionalize your image in the work place. And, as you will see, there are many kinds of letters that provide oportunities for your name to cross the employer's desk.

Cover Letters in Response to Ads

Most job hunters start with employment ads. To increase the number of interviews you will get from ads, personalize each communication by accompanying the printed resume with a cover letter. (Well-written resumes are an important subject themselves. Recommended resources are Tea Leaves, A New Look at Resumes by Richard N. Bolles and The Hidden Job Market by Tom Jackson and Davidyne Mayleas.)

Tailor the cover letter to respond to the advertiser's needs. If possible, address the letter to a specific person. Call the company to get the name of the individual responsible for filling the position if that information is not in the ad. Because companies frequently advertise in more than one paper for more than one job, the first sentence of your letter should tell how you found out about the position and should include the job title, the newspaper, and date of the ad.

Before writing the body of the letter, read the ad several times to discover what the advertiser is really looking for. As Richard Lathrop suggests in his book, Who's Hiring Who, ads usually are run because someone has a problem that needs solving. You must figure out what that problem is, then show how you can help the organization. Do not talk about what you want, rather talk about what the company needs.

Paul Sniffin, Director of Counseling Services at Pierson Associates Inc., a career consulting firm, suggests an eye-catching graphic approach to give your letter a different appearance from others received:

Your Requirements	My Qualifications

You match each of the advertiser's specific requirements by slanting appropriate skills from your background to his needs.

Another visually attractive format is one using "bullets" (small "o's" on the typewriter later filled in with felt pen) to highlight accomplishments and brief facts about your experience as they relate to the employer's needs. You might introduce this information with: "I believe that you may find the following aspects of my background of particular interest:"

o ____

____

o ____

____

By extracting relevant skills from your background, you have relieved the advertiser of this task-- a task that some would not bother with.

In his book The Job Hunter's Manual, Donald Sweet, Director of Employment for Celanese Corporation in New York City, advises against overselling in letters because there is no personal chemistry yet. Wait until you get face to face before using adjectives to describe yourself.

Generally, it is best to supply all information requested in an ad. However, if you believe that reciting your salary history would handicap your application, consider such responses as, "variable due to the nature of my activities" or, as Lathrop suggests, "has been commensurate with the experience reflected in my resume." Supplying specific figures, in any case, is a little like showing your hand in poker-- you are not left with much room for negotiating. Depending on how the advertiser interprets your previous salary, you may even be cutting yourself out of a chance for an interview.

In the final paragraph of your letter, bid directly for a "meeting." Since you should retain control if possible and may be difficult to reach, word the message in such a way that it leaves an opening for you to contact the advertiser without discouraging him from contacting you. A typical closing might be, "I look forward to a meeting to discuss my qualifications and to learn further about your requirements." You may want to include the times that you can be reached and leave alternate phone numbers. (It may also be advisable to install an automatic telephone to catch important calls for the duration of your job-hunting campaign.)

Since it is not uncommon for an advertiser to receive hundreds of responses to a single ad, your response should be timed to avoid the initial onslaught of inquiries. Opinions vary regarding this optimum arrival time. For instance, Janice Sutera, Coordinator of Career Programs at George Mason University, tells the story of a former part-time employee who managed to get her carefully worded cover letter and resume back to their offices the day after the ad ran. Since it was just before Christmas and there was an urgency to filling the position, this first applicant was interviewed, was found to be highly qualified, and was hired while the other 70 applications continued to arrive.

Paul Sniffin, on the other hand, recommends dating the cover letter the day of the ad, then waiting four to five days before sending it. He then advises clients to send a second letter a week later, restating their interest and expressing concern, since they had not received a response, that the first letter may have been lost.

Don Berliner, author of Want a Job? Get Some Experience. Want Experience? Get a Job advises waiting two weeks before responding to an ad because "nobody fills a job that fast." In the interim he suggests writing of your interest, without mentioning the ad, to a senior person within the organization. Typically, the senior person would pass your communication down to the junior person in the Personnel Office. Then, when your ad response is received, your name will be familiar and associated with the senior individual's directive to act on it. Efforts devoted to having your name cross a decision maker's desk more than once are well worth the time invested.

Blind ads, ads with box numbers only, present special problems, and you will never learn the identity of the organization unless the people there become interested in you. To increase your chances of hearing from these anonymous firms, try enclosing a self-addressed stamped envelope or card with the request, "please send me a response." You might also send two or three letters with appropriate time gaps between each. Jackson and Mayleas suggest writing a fictitious letter-style resume, using a relative's name and address, exactly in line with the advertised requirements. After the relative receives a response on company letterhead, write to the organization directly without indicating you knew of the opening.

Since only ten to twenty percent of the available professional job openings are advertised in newspapers or other public records, do not devote more than a fraction of your job search time to answering ads. One hundred percent of job hunters typically respond to this small number of advertised jobs; therefore, a twenty to twenty-five percent response rate is considered excellent.

Cover Letters To Uncover Unadvertised Opportunities

To reach jobs that are not in the public record and therefore involve less intense competition, you should take a more active role than answering employment ads. Jackson and Mayleas recommend getting into this "hidden job market" by doing job market research to identify organizations that might want your skills and, bypassing the personnel function, identify the people in those organizations who could hire you. You can do this detective work in career libraries of colleges (usually open to the public), reference rooms of public libraries, over lunches and over the telephone with colleagues, friends and neighbors, and even with members of your own family.

Sources of names and addresses of contacts in your job target areas include the yellow pages, college alumni journals, news articles, trade journals, and newsletters in your field of interest.

Lathrop suggests making the first sentence of a letter to such a contact strong enough to make you take your feet off the desk if you were sitting in the employer's chair. Perhaps somewhat exaggerated, but the point is to make the employer want to read further.

The center of the letter should be devoted to brief facts about your experience and accomplishments. Indicate how you can benefit the organization. Do not repeat your resume, but draw attention to it. From your job market research, you should be sufficiently knowledgeable about the company to refer to their activities and needs.

To assure that a meeting occurs, take control of making contact. Specify a date, four to five working days after you have sent the letter, when you will call. If you have any fear that the letter may not reach the person for whom it is intended, mark it "personal and confidential" and/or send it special delivery or certified mail.

With this individualized approach, you should reap more interviews than if you opted for mass mailings of your resume alone unaccompanied by personalized cover letters. However, since the largest percentage of jobs are gotten through referrals and contacts, you should concentrate your efforts in another direction-- the interview for information.

An information interview is one that you arrange with a well-placed professional in your field, preferably a decision maker. In such a meeting, your immediate goal is not a job offer, but rather information about your field and the people and organizations in it. The primary purpose of this sort of interview is to generate contacts and referrals and thus to hear about some of the eighty to ninety percent of job opportunities that are not advertised. Who's Hiring Who? and What Color Is Your Parachute? include discussions of the interview for information.

Pierson Associates recommends a four-step process for using this effective technique:

1. Send a letter requesting an interview for information
2. Telephone to arrange a time to meet
3. Interview for information
4. Send a follow-up letter

Letter Requesting Interview for Information

Send a letter, accompanied by a resume, to a decision maker in your field. If not a decision maker, the person should be at least at a level or in a position you might want. The purpose of the letter is to sell the idea of getting together; you might want to spell out that you are at a crossroads in your career and are looking for some information and advice and are not, at this point, looking for an interview for a job. Specify a date, four working days later, when you will call to arrange for the meeting. Then, when you call, try to discuss only the time you might meet; your letter said the rest and the longer you remain on the phone, the less chance there will be for meeting face to face. (However, be prepared with your questions in the event the person will give you only time on the telephone.) Because decision makers are generally willing to meet with qualified people, you should get a sixty percent return rate with this approach-- if you are able to use the name of a mutual party who referred you, expect a return rate close to ninety percent.

The Follow-Up Letter

After an interview for information, it is appropriate to send a letter thanking the person for the time spent with you and for the referrals and contacts that were offered. Play back specific information discussed in the interview and describe any followup action you have taken. Typical remarks to include in such a letter might be: "Please keep me in mind if you find opportunities in which I might be interested," and "I will keep you informed of my job campaign."

Keeping In Touch Letters

When Joan Silberman of Chevy Chase, Maryland was told by a major Washington, D.C. employer that she did not have enough experience for their current marketing opening but to keep in touch, she did just that. Periodically, to keep her name coming across his desk, Joan dropped her contact a short letter informing him of her career growth and of the relevant experience she was acquiring. Nine months later, out of the blue, came a job offer in the upper $20,000's-- much more than the original position paid. Keeping in touch does pay dividends.

Thank You Letter After An Interview

Frank Dietz, Director of Corporate Personnel at Planning Research Corporation in Washington, D.C., believes that a thank you letter after the job interview is impressive and shows class. Since only two to four percent of all job hunters bother, it will set you apart from the competition and may help decision makers make up their minds. Send a strong thank you letter one to two days after the interview. You do not want to overkill by making the communication too lengthy or elaborate but thank the person for his time and tell of your interest in the position. Review your special skills and accomplishments (including some you may have forgotten to cover because of nervousness during the interview); i.e., "The reason I believe I am particularly qualified is that..." As in other communications, take control of the contact; i.e., "I am difficult to reach, so will call you Tuesday..."

Thank You Letter After A Rejection

If you go through several interviews and then are rejected, consider sending a bang-up thank you letter. There are tales about job hunters who have so impressed the organization that they have been reconsidered and hired, based on the quality of such letters.

Another Kind of Thank You Letter

Donald Sweet advises letting friends and associates you see infrequently know where you have relocated and thanking them for their assistance in serving as sources of contacts. Since it is human nature to do a little extra for someone who is thoughtful and courteous, this sets the stage for the assistance you may need from them in the future.

Letters of Acceptance

Richard Irish, in Go Hire Yourself an Employer, advises applicants not to accept a job until salary and meaningful fringe benefits have been agreed upon verbally and clearly written out in an "employment agreement" describing details of employment (including time of your salary review). If such a letter isn't forthcoming from the employer, Paul Sniffin suggests writing one of your own, formally accepting the position and reviewing all verbal agreements. This letter will go into your personnel file and will prevent misunderstandings in the event the individual who hired you forgets his promises or leaves the company before you terminate employment.

Letters of Resignation

Sniffin correctly views this category of letter to be related to job hunting since it is likely you may want to use your former employer as a reference and perhaps even a referral. In a brief letter stating your resignation, leave good feelings behind by thanking your employer for the opportunity to have worked with him. To prepare him for giving you a superior reference, review some of your accomplishments while working with the company. A positive attitude, even to the bitter end, will encourage your employer to come through for you.

In General

For all these communications, choose good quality standard-sized paper on which to type your letters. Select a type with a professional appearance and be sure that the ribbon is suffiently dark. The letters should be concise; even cover letters need not be more than one-half to two-thirds of a page long. Although it goes without saying that spelling and grammar should be perfect, errors will slip by unless you make it a practice to reread your letters several times. To avoid having your communications appear too slick or too much like others received by the employer, write them yourself. However, you may find it helpful to have them critiqued by a family member or friend or by a professional person in your job target area. The point is to get honest feedback from an interested person whose opinion you respect.

Unless you are an accomplished writer, you probably will find that writing employment communications involves a lot of effort. As with other skills, however, proficiencey will develop with practice, and you can borrow ideas from copies of letters written previously. A well-written communication is a representation of you and is available for the employer to look at many times. Since you are competing with many other qualified applicants, your extra efforts are bound to make an impression. Remember, the competition usually doesn't bother.

--from Women's Work, July/August 1980

ID #____________________

JEANNE PALERMO
413 North River Drive
White Plains, N.Y. 10601
(914) 428-6457

February 28, 1980

Mr. John Curtain
440 West 50th Street
New York, N.Y. 12256

Dear Mr. Curtain:

As my enclosed resume illustrates, I am well qualified for the position of aide to the President you advertised in the New York Times, on February 25, 1980.

I am a conscientious, efficient, enthusiastic person and enjoy working with people and assuming responsibility. I believe I can make a valuable contribution to your organization.

I would appreciate an opportunity to talk with you about my abilities and how I can use them to enhance the functioning of your business.

Thank you for your consideration.

Very truly yours,

Jeanne Palermo

THE COVER LETTER

- Always enclose a covering letter when you send a resume.
- The cover letter personalizes your application for employment and should try to motivate a prospective employer to read your resume.

Tips

1. Address your letter to a specific person, by name, if possible.
2. Describe yourself in terms of the contribution you can make to the employer and the organization and in terms that express your individuality, motivation, work style and personality.
3. Refer to your resume without repeating the information outlined in it.
4. Use simple direct language and correct grammar and punctuation.
5. Have it typed neatly in good business letter format.
6. Keep it short.

Components of a Cover Letter

1. Introducing Paragraph
   - --Announce the position for which you are applying
   - --Indicate how you learned about the position
   - --Connect the letter to your enclosed resume
2. Content Paragraph(s)
   - --Describe yourself and your strengths in relation to the position.
   - --Relate your assets to the position without repeating the information you have outlined in your resume.
   - --Use words and phrases that describe you as an individual, e.g., highly-motivated, experienced, mature, enthusiastic
   - --Use words that indicate you are knowledgeable about the techniques, responsibilities and procedures required by the position
3. Closing Paragraph
   - --Set the stage for an interview and further contact.

I.D. #___________________

Round Hill Road
Rye, New York 10580

February 28, 1980

Mr. Joseph McMillan
White Plains Manufacturing Corporation
412 North Street
White Plains, N.Y. 10601

Dear Mr. McMillan:

I am applying for a position in Production Control in the White Plains Manufacturing Corporation. As you can see from my enclosed resume, I have the qualifications and appropriate experience.

I am well organized, highly motivated, and reliable in the work setting. My ability to gain the cooperation of fellow workers and the respect of my employers would make me an asset to your corporation. The broad variety of tasks I have had experience with in production control provides me with excellent preparation to contribute to a large and prestigious company such as White Plains Manufacturing Corporation.

I would appreciate an opportunity to meet with you to discuss in further detail my background and the requirements for a position in production control in your firm. Thank you for your consideration.

Sincerely yours,

Bill W. Stern

ID # ____________________

WAYS TO USE CONNECTIONS

1. Realize you have the right to ask for help.
2. Do your homework and have a clear idea of what you want before you approach a contact. "You can't expect someone to second guess you."
3. Don't ignore your friends as potential contacts. Who is more apt to help you?
4. Don't stay home. Meet people wherever you can. Go to a dull cocktail party now and then.
5. Suggest having lunch or a drink after work with someone who can help you, but always be up-front about your purpose. If you are looking for a job, say so. If you simply want to get to know the person better or exchange information, you should say that.
6. Try to create an informal network among your friends.
7. Avoid personnel departments. Instead, pursue connections with employees who already work in a department that interests you.
8. Always carry a business card and use it frequently. If you don't have one, print one at your own expense.
9. Join organizations in your community, related to your career goals.
10. Participate in and attend workshops and conventions.
11. Follow up the smallest bit of help someone gives you with a thank-you note. It will be appreciated.
12. Once you have succeeded in getting a job, don't stop pursuing connections. This is the time to cultivate a new batch.

IDENTIFY YOUR STRENGTHS

The list on the other side of this page represents strengths that make a difference in various types of jobs.

1. Check the ones that you think describe you, as you are now.

2. Then, look back over the list and place a star (*) next to those strengths you want to develop.

3. You may also find it useful and interesting to ask a friend or family member to help you identify your strengths. An extra copy of this form has been attached for others to complete. You may want to learn how others see you, and compare their views with how you see yourself.

MY STRENGTHS

____able to deal with
many details
____accept criticism
____accurate
____active
____adaptive
____adventurous
____affectionate
____alert
____ambitious
____analytical
____argue well
____artistic
____assertive
____attractive

____broadminded
____businesslike

____calm
____capable
____careful
____cautious
____cheerful
____clear thinker
____clever

____flexible
____forceful
____frank
____friendly

____generous
____gentle
____genuine
____good natured
____good memory

____healthy
____helpful
____honest
____humorous

____idealistic
____imaginative
____independent
____inquisitive
____inspiring
____intelligent
____inventive

____just

____precise
____problem solver
____purposeful

____quick to act

____realistic
____receptive
____relate to others
____reliable
____reserved
____resourceful
____responsible
____risk taker

____scholarly
____seek change
____self-confident
____sensible
____sensitive
____serious
____sharp witted
____social
____stable
____steadfast
____strong

____competent
____confident
____conscientious
____considerate
____cooperative
____creative
____curious

____decision maker
____demonstrative
____dependable
____determined
____dexterous
____dignified

____easy going
____efficient
____energetic
____enthusiastic
____expressive
____eye for detail

____fair minded
____farsighted
____firm

____kind
____knowledgeable

____logical
____loyal

____mature
____methodical
____meticulous
____modest
____motivated

____natural

____obedient
____open minded
____optimistic
____orderly
____organized
____original
____outgoing

____perform well
____persuasive
____pleasant

____stylish

____tactful
____thorough
____thoughtful
____thrifty
____tough

____unassuming
____understanding

____verbal
____versatile
____vigorous

____warm
____witty

Other
____ __________
____ __________
____ __________
____ __________
____ __________
____ __________

STRENGTHS

What strengths do you think ______________________ has?

____able to deal with
many details
____accept criticism
____accurate
____active
____adaptive
____adventurous
____affectionate
____alert
____ambitious
____analytical
____argue well
____artistic
____assertive
____attractive

____broadminded
____businesslike

____calm
____capable
____careful
____cautious
____cheerful

____flexible
____forceful
____frank
____friendly

____generous
____gentle
____genuine
____good natured
____good memory

____healthy
____helpful
____honest
____humorous

____idealistic
____imaginative
____independent
____inquisitive
____inspiring
____intelligent
____inventive

____precise
____problem solver
____purposeful

____quick to act

____realistic
____receptive
____relate to others
____reliable
____reserved
____resourceful
____responsible
____risk taker

____scholarly
____seek change
____self-confident
____sensible
____sensitive
____serious
____sharp witted
____social
____stable

____clear thinker
____clever
____competent
____confident
____conscientious
____considerate
____cooperative
____creative
____curious

____decision maker
____demonstrative
____dependable
____determined
____dexterous
____dignified

____easy going
____efficient
____energetic
____enthusiastic
____expressive
____eye for detail

____fair minded
____farsighted
____firm

____just

____kind
____knowledgeable

____logical
____loyal

____mature
____methodical
____meticulous
____modest
____motivated

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____open minded
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____outgoing

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____pleasant

____steadfast
____strong
____stylish

____tactful
____thorough
____thoughtful
____thrifty
____tough

____unassuming
____understanding

____verbal
____versatile
____vigorous

____warm
____witty

Other
____ __________
____ __________
____ __________
____ __________
____ __________
____ __________

INTERVIEWING TIPS

1. Never respond personally...always vocationally.
2. Have success stories in your head...be ready to tell about yourself.
3. Know what you want--don't say you'll take anything.
4. Sell yourself, or be ready to, as an asset to the company...what you can do for them.
5. Know what kinds of work excites you...and what kinds of situations you would rather avoid.
6. Be specific about your preferences. It makes you sound more knowledgeable. Research will assist you in this area.
7. Do your research into the functioning and organization of the prospective employer. This indicates real interest, motivation, and an honest concern for where you will fit in. Be prepared for obvious questions--"why do you want to be a..., why do you want to work for...?"
8. Discuss experiences which are directly related to the position you are seeking. Certain skills are always transferable...administration, analytical, etc.
9. Be as honest and direct as possible.
10. If you are unsure of what is being sought in a particular question, ask the interviewer to elaborate on what personal and professional qualities the company wants in a "manager," or "clerk," or whatever. It is then your responsibility to prove that you have these characteristics.
11. Dress appropriately. Arrive on time. Bring with you any pertinent information they may be seeking as well as a copy of your resume.
12. Know what your minimum salary would be. Know what the average is for this type of work. Research will help here. You do not have to accept a salary offer immediately.
13. Develop a positive attitude about previous employment. State positive reasons for stopping work.
14. Appropriate body language, posture, gestures, and voice tone are important.
15. If you are interested in the position, always follow-up the interview with a "Thank You" letter.
16. Conduct yourself from a position of strength; be as at ease as possible; be confident.
17. Prepare questions about salary, benefits, work schedules, travel, special situations, advancement, etc., to ask the interviewer.
18. Be prepared for personal questions concerning your marital status, children and child care, time management, etc. Decide in advance how you want to respond to them.

INTERVIEW SUGGESTIONS FOR ROLE PLAYING

MAKING THE MOST OF YOUR INTERVIEW

Questions Frequently Asked During Job Interview

1. Tell me about yourself.
2. Why do you think you would like this particular type of job?
3. What led you to choose your particular field (or your academic major)? What do you like about it? What don't you like about it?
4. What are the most important considerations for you in choosing a job?
5. What do you see yourself doing five years from now? Ten years from now? What are your long-range goals?
6. If you are married, how does your spouse view your job?*
7. What would you say is your strongest attribute, or what are your assets?
8. What are your ideas on salary? How much money do you want to be earning ten (10) years from now?
9. What do you think that you can contribute to our company that would make us want to hire you?
10. How did you get along with former employees?
11. Do you prefer working with others or by yourself?
12. If you have pre-school children, who will take care of them while you are working and what will you do if your children are sick?*
13. Why do you want to work in this position?
14. What can I do for you? Tell me a story?
15. What is your major weakness?
16. What do you know about our company, institution, or organization?
17. What are your ideas on salary?
18. How do you spend your leisure time? Hobbies?

19. Are there any questions that you want to ask?

*Questions that are of a sensitive nature and may in some instances be illegal. Refer to Appendix p.108 "Touchy Questions"

TOUCHY QUESTIONS CONFRONT JOB SEEKERS

By Ellen Mitchell

Do you have a good appetite? How are your table manners? Do you believe in the second coming of Christ? Are you a good mixer? How's your sex life?

These and similar questions are being asked all over the Island of prospective bank tellers, department store clerks, dishwashers or people seeking just about any other position. The inquiries are of questionable relevance, and some may even be illegal.

A job seeker can complain about them to the proper agencies. According to the New York Civil Liberties Union, however, many people are so uninformed, intimidated or anxious to obtain work that they allow potential employers to make illegal, discriminatory or expansive investigations into their lives.

This practice has become so widespread, according to the Nassau chapter of the Civil Liberties Union, that the organization is preparing a handbook, due out in the spring, to clarify what is and is not legal about pre-employment inquiries.

Two years ago the Nassau chapter conducted a survey to determine if employers were adhering to the statutes of the New York State Human Rights Law. That law bans discrimination in hiring on the basis of race, creed, national origin, color, sex, disability, marital status, previous arrests that did not result in convictions, or drug or alcohol abuse in a person's past.

"The results were bad enough then," said Barbara Bernstein, director of the Nassau chapter of the Civil Liberties Union, "but now we find that very little has changed."

Of the 35 private employers and 30 government agencies whose application forms were surveyed, Mrs. Bernstein said, all but three asked obviously discriminatory questions.

"Village and town governments are among the worst offenders," Mrs. Bernstein said. "The staff in some of these municipal offices is so entrenched, they've been using the same application forms since grandmother wore bloomers, and they don't even realize they're illegal."

While large private businesses seem to have some cognizance of the law, many small businesses are another matter.

"Out here we have a lot of small companies, and the employers are uninformed," said Ricardo Montano, executive director of the Suffolk County Human Rights Commission. "They just don't seem to know the law."

Nevertheless, the portion of state law that bans racial discrimination in hiring has been in effect for nearly 20 years. Because a great deal of case law already exists on the subject, the Civil Liberties Union no longer handles complaints of this type, referring the complaints instead to the courts.

Inquiries pertaining to previous arrest records or drug and alcohol use in the past are particularly controversial. Mrs. Bernstein says that the law requires that an employer look at the applicant as he is at the time, not as he was. Only factors relevant to the job are supposed to be considered.

Still, many prospective employers follow the principle of preventive detection, or "he did it once, he'll do it again," Mrs. Bernstein declared.

The questions listed in the first paragraph of this article appear in the Minnesota Multiphasic Personality Inventory, a 566-item questionnaire first devised in 1943 and still being administered today by some local department stores and by the Nassau Civil Service Commission on behalf of the Nassau County Police Department.

"It's one of many screening tools we use prior to giving the list of prospective names over to the Police Department," said an attorney with the Civil Service Commission. "Nobody is disqualified out of hand on the results of their M.M.P.I., because it's only one step in the psychological testing process. It's as good a test as the state of the art permits."

Until recently, the Minnesota test was used as a hiring tool of the City of New York. But, according to Robert Levy, a New York Civil Liberties Union staff attorney, the city no longer uses that test, and will soon sign a settlement with the civil liberties group to that effect.

In an effort to find out more about a job applicant than can lawfully be spelled out in a questionnaire, some employers ask potential employees to sign a waiver. In this way, employers can check into an applicant's credit rating, previous employment, relationships with neighbors and medical history, among other things.

"None of this is illegal in and of itself," Mrs. Bernstein said, "so long as the applicant signs the waiver. Obviously, however, such investigations can and do stray into forbidden areas."

The line between legal and illegal hiring is not clear-cut. "Tests can be slanted and often times there is no way of proving it," Mr. Montano said. "Sometimes you have to go by the results -- who applied and who was hired. We also check the company files to see if there are stated reasons for not hiring an applicant."

Much of the pre-employment discrimination in Suffolk is targeted at women, according to Philip Borero, deputy director of Suffolk's Human Rights Commission. It is illegal, for example, to ask female job applicants when they plan to marry, if they anticipate having children and who will look after their children.

Occasionally an employer might dissuade a female job applicant by inquiring as to her spouse's health insurance plans and benefits and telling her, quite falsely, that her husband's coverage precludes her from getting her own benefits. "It can have a chilling effect on an applicant," Mr. Borero said.

In both counties, the number of people who watch hiring practices is limited.

"The burden of proof is on us," Mr. Montano said. "We gather the information and send to the State Human Rights Commission for a hearing and possible punitive action. Of course, we only have seven investigators to cover 1.2 million people in the county. So, obviously, we can't change the world."

Advice for Applicants

What to do when you're faced with a question on a job application that you feel is illegal, but that you don't want to ignore because it could jeopardize your chances of getting the job?

In its forthcoming handbook, the Nassau County chapter of the New York Civil Liberties Union advises that you steer a middle course by politely inquiring as to the relevance of a particular question. Then, if you still find the question offensive, you might suggest, as tactfully as possible, that you will refrain from answering it because of irrelevance.

Failing that, you may choose to answer the question and then report the matter to the Civil Liberties Union or the Human Rights Commission. Either agency can make inquiries of your prospective employer without mentioning your name.

In any event, the handbook says that there is no single solution to handling the situation gracefully. The case will depend on how badly the applicant wants the job, how offensive he or she finds the questions and the risks the applicant is willing to take.

--From the New York Times

I.D. # ____________________

COMMON ABBREVATIONS USED IN CLASSIFIED ADS

acct - account, accountant
admin - administration, administrative
A/P - accounts payable
appr - appearance
appt - appointment
A/R - accounts receivable
assn, assoc - association
asst - assistant
attndt - attendant

bd - board
begnr - beginner
bus - business
b'kgd, bkgrd - background
bkpg, bkkpg - bookkeeping
bkpr, bkkpr - bookkeeper
bld - building

CG - college graduate
co - company
col, coll - college
comm - commission
constr, cnstr - construction
corp - corporation

da, dy - day
dict, dicta, distaphn - dictaphone
dir - director
div - division
dntn - downtown

excel - excellent
exec - executive
exp - experience

F/C - file clerk
fig - figure
F/pd - fee paid
futr - future

gas sta - gas station
gd - good
gen - general
GHW - general house work
grad - graduate

hrs - hours
HS - high school
HSG - high school graduate
hskpr - housekeeper

dept - department

immed - immediate

indvdl - individual

ins - insurance

intervw - interview

knowl, knldg - knowledge

lic - license

loc - location

mach - machine

mach ops - machine operators

mdse - merchandise

mechs - mechanics

M/F - male or female; of
Monday through Friday

mfg - manufacturing

mgmt - management

mgr - manager

min - minimum

nec, necess - necessary

neg, negot - negotiable

offc, offce - office

ops, opts, opers - operators

pd - paid

perm - permanent

hvy - heavy
posn, postn - position

PR - public relations

pref - preferrd,
preference

prev - previous

prodn - production

prog - program

proj - project

P/T - part time

pvt - private

qualif - qualified

recpt - receptionist

ref - reference

reloc - relocate

rm - room

sal - salary

sch - school

secy - secretary

skls - skills

sm - some

sten - stenographer,
stenography

startg - starting

swbd, swbrd - switchboard

pers - personnel

phn - phone
tele, telep - telephone

temp - temporary

trne, trnee - trainee

trng - training

typ - typist

typg - typing

vac, vact'n - vacation

VP - vice president

w/ - with

warehse - warehouse

wk - week, work

wpm - words per minute

wrk, wk - work

w/wo - with or without

x - extension (phone)

yr - year

ID # ____________________

WRITE A RESUME THAT GETS THE JOB

A personal advertisement... a condensed self-analysis... a ledger of your accomplishments... the paper you. That's what a job resume has been called. As such it's a key part of landing a job. Its purpose is to get you job interviews. To do that, it must attract the attention of prospective employers and interest them in what you have to offer as a potential employee.

"It used to be that people were hired for some jobs by word of mouth," said an employment counselor recently. "Now employers want a resume on everybody from the janitor to the chairman of the board."

Your resume is one of the first things you should get in order when you decide to look for a new job. You'll want to include a copy with every job-hunting letter you mail and with every answer to a want ad. You should have copies available for job interviewers and employment agency counselors. It's also a smart idea to give copies to friends and associates, and people you've asked to be your references to bring them up-to-date on your job goals and qualifications so they can help you hunt.

Organizing Your Story

A resume is not a full-fledged autobiography but a shorthand sketch aimed at getting your foot in the door. If it works, you'll have time later, in a personal interview, to go into detail about your background. The shape your resume takes will depend to some extent on your own experience and qualifications and the sort of job you are looking for. But there are some basic elements that every resume should contain. Present them in a simple, uncluttered, eye-pleasing outline form, usually in this priority.

Three drafts are usually necessary in order to develop a satisfactory final resume.

Your first rough draft should be nothing more than a "brainstorming" of all the things you've ever done. List as completely as you can all the jobs you have ever held by role you played, where you did it and when. Include paid work as well as community and volunteer activities. Also record interests, hobbies and skills such as tennis, foreign language proficiency, typing, etc. Include your education. If you have any college background you do not need to mention your high school education.

The second draft of your resume should be used to fit your experience into outline form and into a format that you believe is appropriate for you. A more expansive description of your duties, responsibilities and the scope of your experience should be provided. Using action words and phrases (see attached list) elaborate on the experiences you listed in your first draft. At this point, you can decide if a chronological or functional resume is suitable for you. Type your second draft if you can, so that you can see how much room it takes and so that you can design it with regard to open spaces and points of emphasis and in order to edit it.

The third and final draft (in some, additional drafts may be necessary), can be prepared. Take great care that your spelling is correct, that no typos are present and that the copy is neat and clean. If necessary, use the services of a professional typist. It can then be photocopied on to bond paper or it can be offset. Do not reproduce a large number of copies unless you are immediately embarking on a massive job hunt. Your resume is only current for a few months, it should be updated with your most recent experience for each job application.

Identification

Right up at the top (either in the middle or in the right hand top corner) put your name, address and telephone number (office as well as home phone if you can take job calls at work).

Your Objective or Career Goal

It is not necessary to include this section. You may be boxing yourself in. You could leave a blank space (3 lines) if you wish so that you can include a career goal matched to the opening for which you are applying. Handle this carefully. However, if you include it, and are too specific, you could rule yourself out for related jobs you'd actually want to consider. If you are vague about what you want to do, an employer might not want to bother to try to figure out where he could use you.

Experience

This is the heart of your resume. Give it the most space and emphasis. You may separate your experience into that for which you were paid and experience for which you were not paid. You may also combine them under the one heading Experience. If you list them separately, Additional Experience, Community Experience, or Other Relevant Experience are more effective headings than is Volunteer Experience. Provide the name and location of the firm or organization; date of your employment for a chronological resume; your title and responsibilities which are expanded as suggested above.

Chronological Format

Start with your present or last job and work backward. This format works for most people and particularly well when you have held a series of progressively better jobs.

Functional Format

On the other hand, you can outline your work experience by the kinds of positions you held, giving first priority to your most important job function, lesser attention to other job functions regardless of actual employment chronology. This is a good idea with occupations where you perform several functions or where there are frequent changes of assignment in each job. Another possibility is to combine features of both formats.

Education and Training

List your high school or college, degree and major. Also note postgraduate and special training courses or seminars you have completed. Cite special job-related skills, such as knowledge of foreign languages or specialized certification. If you are a new graduate with little work experience, you might cover your educational background before your work experience. And flesh out the education sections with more details to show how your studies and extracurricular activities relate to the work you seek. Note the areas of emphasis in your major.

Personal Data

This is where you might include information on your age and marital status if you think it has a bearing on your application, though in most cases it really isn't necessary. Do not include the status of your health. It is assumed those applying for a position are in good health. It is doubtful if one can find a resume indicating poor health. Do include such things as business, professional, social and civic affiliations; honors and awards; military service; or outside interests.

References

At the end of your resume, include the statement, "References will be provided upon request."

Don't omit any of the sections noted above, no matter how meager you think your material is. The absence of any section will only raise questions and could eliminate you from consideration before you have a chance to explain. There's no reason to dwell on information you consider negative. Put it down in a way that minimizes its importance without misrepresenting the facts.

On the other hand, there are certain things best left out of your resume.

What Not to Put In

There is a better time and place to cover these subjects:

1. Names and addresses of references. References should be selected with a particular job and employer in mind, and you can't make that choice at the time you prepare your resume. Forward the names of references, when requested, in a follow-up letter.

2. Money. The subject of salary or wages will come up when you get to the serious state of a job interview. If you indicate too soon what you want or what you have been earning, it could tag you as too expensive or underpriced for the job market and raise unneccessary questions.

3. Reasons for leaving jobs. A review of your work experience should give the impression that the reason you left one job was to take a better one. Discussing the specifics of why you left a job usually turns out negative and gets a resume off the track. Even if you were fired from every job you've had, the subject is better left for an interview, where you can explain your side of the story.

4. Your lack of a job. If you are out of work at the moment, make that fact as unobtrusive as possible. Most employers prefer to hire people who are working. If you have not been regularly employed for an exceptionally long period and it would be apparent from a glance at your record, consider ways to fill the gap. One way is to use a functional format that doesn't focus on the chronology of your jobs. You might try to free lance in your field, volunteer or take a part-time job so you'll have something to list.

5. A photo of yourself. Unless you are applying for a job as a model or a movie star, the job interview is soon enough for an employer to get a look at you.

DO YOU HAVE WHAT IT TAKES TO REACH YOUR GOAL?

Self-Confidence

A. I am better described as forceful and energetic than as modest and gentle.

True / / False / / Uncertain / /

B. If I worked in sales I would rather earn less on a fixed salary than work only for commissions.

True / / False / / Uncertain / /

C. I am considered cautious when making decisions.

True / / False / / Uncertain / /

D. I prefer taking complete responsibility even when new at a job.

True / / False / / Uncertain / /

E. I don't like to make decisions that affect the lives of others.

True / / False / / Uncertain / /

F. I would rather try to do one thing well than use my energies in many areas.

True / / False / / Uncertain / /

G. I don't mind offering my opinion to a stranger.

True / / False / / Uncertain / /

H. I prefer not to ask for advice unless it is absolutely necessary.

True / / False / / Uncertain / /

I. I like to try new things even when there is a risk involved.

True / / False / / Uncertain / /

J. In a group situation I am likely to be less talkative.

True / / False / / Uncertain / /

K. The best defense is a strong offense.

True / / False / / Uncertain / /

L. If I didn't study for a test I would rather miss it and get a low grade than risk failure of the course.

True / / False / / Uncertain / /

M. I feel more comfortable when I am in charge of things.

True / / False / / Uncertain / /

N. I am better described as reserved than assertive.

True / / False / / Uncertain / /

O. If there is a will there is a way.

True / / False / / Uncertain / /

Achievement-Motivation

A. I tend to be accused of making excuses.

True / / False / / Uncertain / /

B. I tend to miss social events because of work commitments.

True / /   False / /   Uncertain / /

C. I tend to give up on projects or activities because of the time or difficulty involved.

True / /   False / /   Uncertain / /

D. I like to plan things well in advance.

True / /   False / /   Uncertain / /

E. I tend to select goals that are easily in reach.

True / /   False / /   Uncertain / /

F. I carefully map out my plans to accomplish my goals.

True / /   False / /   Uncertain / /

G. I often make sacrifices to get what I want.

True / /   False / /   Uncertain / /

H. I tend not to know what I want out of life.

True / /   False / /   Uncertain / /

I. I prefer to work on tasks that are difficult and challenging.

True / /   False / /   Uncertain / /

J. I would rather engage in a sport or a game certain of victory.

True / /   False / /   Uncertain / /

K. I tend to question my ability to accomplish things.

True / / False / / Uncertain / /

L. I can get things done but usually have to be pushed.

True / / False / / Uncertain / /

M. Why knock yourself out when you don't know what tomorrow will bring?

True / / False / / Uncertain / /

N. I would choose someone to play on my team because of friendship rather than ability.

True / / False / / Uncertain / /

O. I tend to lose interest in projects when they don't go right.

True / / False / / Uncertain / /

Creative Potential

A. My ideas are not always easy to explain to others.

True / / False / / Uncertain / /

B. I would rather do research than teach school.

True / / False / / Uncertain / /

C. I don't like to waste time and energy on ideas that may not work out.

True / / False / / Uncertain / /

D. I find it easier to express ideas than to originate ideas.

True / /   False / /   Uncertain / /

E. I prefer quick solutions to problems rather than dealing with uncertainty.

True / /   False / /   Uncertain / /

F. I find that my way of thinking about things is often seen as different or unusual.

True / /   False / /   Uncertain / /

G. I find it easy to interrupt a project when friends call or visit.

True / /   False / /   Uncertain / /

H. I feel more comfortable with facts than with theories.

True / /   False / /   Uncertain / /

I. I would prefer to be good at making up stories than good at telling them.

True / /   False / /   Uncertain / /

J. I find it difficult to give up my ideas just to please others.

True / /   False / /   Uncertain / /

K. I would prefer to design clothes rather than model clothes.

True / /   False / /   Uncertain / /

L. I prefer to work on ideas by myself rather than with others.

True / /   False / /   Uncertain / /

M. The unconventional is more appealing to me than the conventional.

True / / False / / Uncertain / /

N. When I get an idea I work on it, even when others think it far out and impractical.

True / / False / / Uncertain / /

O. I'd follow up on my ideas if it didn't mean being alone so much.

True / / False / / Uncertain / /

The three tests here are unusual because they offer you a chance to explore your own attitudes and feelings directly instead of merely telling you, through the scoring, how you stand in relation to other people who have taken the same tests. The questions, not your score, are what can lead you to really encounter yourself. Psychologist Lawrence Smalheiser who set up the tests says, "If any one question in the series moves you to a point of self-exploration and thereafter to self-growth, then that should be enough." If only one question moves you to communicate more clearly or closely with someone, that is the value of the test, too. The three testing areas, "Self-Confidence," "Achievement-Motivation" and "Creative Potential" are important in every part of our lives, and particularly in the career area. So if you've been wondering just what you are doing right and/or wrong, these tests can give you the awareness to find out for yourself.

Dr. Smalheiser says, "In taking these tests, try not to think about how others might answer the questions. After all, you are not trying to win points, but are trying to get points on how to be a winner." Do not omit any of the questions; check out of the possible answers the alternative that is relatively acceptable to you. There is no time limit. When you finish the first test, turn the page and follow the simple instructions for self-scoring. Do the same with the second and third tests.

Scoring Key -- Self-Confidence

Circle each number corresponding to the answers checked, then total your score.

	True	False	Uncertain
A	3	0	1
B	0	2	1
C	0	2	1
D	3	0	1
E	0	2	1
F	0	2	1
G	2	0	1
H	2	0	1
I	3	0	1
J	0	2	1
K	2	0	1
L	0	2	1
M	3	0	1
N	0	2	1
O	2	0	1

Total Score: / /

25 points or more:

Your cool self-confidence may be a source of irritation to those who do not share your unshakable optimism in your own abilities. Because of your enthusiasm and high self-regard you are capable of attracting faithful followers, but you may also incur the resentments of those who feel dominated by you or who are envious. You will tend not to be discouraged by those who see you as insensitive or unrealistic and who may secretly wish that you have a failure or two.

15 to 24 points:

You have a fairly realistic opinion of what you can or cannot do. Although you are not likely to engage in activities which are beyond your capabilities you will generally exercise caution when deciding to undertake new activities. New situations involving some risk will cause apprehension and some self-doubt, but once involved you can let yourself go and not be self-conscious about your performance. You do not bounce back from failure without some difficulty, but in time you are able to renew your self-confidence, energy and initiative.

14 points or less

You generally tend to be insecure about your capabilities. Lacking confidence in yourself, you are likely to be inhibited and overly cautious in putting yourself in situations which permit others to observe and evaluate your performance...(This) limits the type of activities you are willing to try, especially those that are group-oriented or which tend to be competitive. Occasionally some people will see you as lazy or narrow in your interests, because they are unaware that your reluctance to become involved is due more to fear of failure than to lack of interest and a desire to participate.

Scoring Key--Achievement-Motivation

Circle each number corresponding to the answers checked, then total your score.

	True	False	Uncertain
A	1	4	2
B	2	0	1
C	1	3	2
D	4	1	2
E	0	4	2
F	4	1	2
G	3	0	1
H	1	4	2
I	2	0	1
J	0	4	1
K	1	4	2
L	0	3	1
M	0	4	2
N	1	4	2
O	0	3	2

Total Score: / /

36 points or more

You tend to be efficient and organized in your approach to tasks and life in general. You prefer to plan ahead in an effort to reach your goals because reaching these goals will result in greater independence for you. You are generally enthusiastic about the activities you are engaged in and rarely give up because you have lost interest or have become distracted. Being self-reliant you do not have a great need to lean on others or require constant encouragement. You may be criticized at times for being overly competitive or so engrossed in what you are doing that you neglect the needs and feelings of others.

16 to 35 points

You are capable of bringing much energy and determination into play when success at a particular activity has great meaning for you. Your areas of interest may differ from time to time... Your commitments to what you value may fluctuate, and at times you may show greater interest in hobbies and social life than in work and schooling. Still, you are practical and responsible in most of your undertakings and in important matters do what is expected in meeting your obligations. You often take the responsibility for your own shortcomings and make genuine attempts to improve yourself.

15 points or less

Because you often avoid facing problems and responsibilities you may find yourself becoming anxious and dissatisfied with yourself. You tend to be unaware of the major goals in life that could be meaningful to you. Often you will blame others for your problems or lack of success rather than examine what you have done or failed to do. Your tendency to be careless, forgetful and procrastinate can be very frustrating to those who know that you have the potential to do better. Since you do not exert a real effort in your activities, success does not come as often as it should and you may tend to lose confidence in yourself.

Scoring Key--Creative Potential

Circle each number corresponding to the answers checked, then total your score.

	True	False	Uncertain
A	2	0	1
B	2	0	1
C	0	3	1
D	0	2	1
E	0	3	1
F	3	0	1
G	0	3	1
H	0	3	1
I	2	0	1
J	3	0	1
K	2	0	1
L	3	0	1
M	0	4	2
N	1	4	2
O	0	3	2

Total Score: / /

23 points or more

Since you are not bound by conventional ways of thinking, you have the capacity to formulate and recognize original and unusual ideas. Your curiosity may also encourage you to form existing ideas into new combinations, which is a necessary component of creativity. You are willing to experiment, even when some personal sacrifice is required and there is little assurance that your efforts will be rewarded. Being self-sufficient enables you to provide the time, energy and isolation that are necessary for creative activities. You are not likely to be distracted or discouraged by others [if] absorbed in a challenging task.

11 to 22 points

in arts and crafts. You may at times entertain the desire to be creative and may actually start creative activities, but the long, solitary grind may cause you to lose patience and interest.

10 points or less

You usually are more interested in dealing with practical and down-to-earth matters than in chasing dreams. Since you tend to be somewhat conventional and realistic in your thinking, you are not ordinarily alert to the sorts of unusual ideas that are necessary for creative problem solving. Your need for the support and company of others may prevent you from setting aside the time that is necessary for prolonged periods of brainstorming. You are more likely to engage in activities that give you immediate results and which may be shared.

THE APPLICATION FORM

The purpose of the application form is to get you into the interview. Don't write negative things about yourself. The employer might get a negative idea about you.

The employer doesn't have to know everything about you. He only needs to know about things that explain your work abilities.

Tell the employer if you have a physical problem or a disability that seriously affects your job performance. Explain the problem later in the interview. The application form might have questions about hospitalizations, criminal records or reasons for leaving past jobs. You might want to write, "Will explain at interview." This will give you a chance to explain in a positive way.

It's not a good idea to leave blanks empty. You can draw a line through the blank or write, "Will explain at interview."

Read all instructions carefully on the application form before you begin writing on it. The instructions will tell you to use a pen or pencil. Print neatly. Remember, the application describes you to the employer. Make it a good description. Don't take too long when filling the application form. Work as quickly as you can.

Health

Be positive when asked about your health. If you haven't had many problems that interfere with your skills, answer "excellent." If you have had some problems, but adjusted to them, answer "good" or "very good." Never answer "fair" or "poor."

You might be asked to check medical problems from a list on the application. Everyone has had headaches, dizzy spells, and minor muscle and back pains. Don't check these or other small problems unless the problem bothered your work. The employer is interested in your work ability. There will be a question asking if you have any physical or health limitations. If you have a hearing loss, write "hearing impaired."

If the application asks about lost work days or school days in the past year and you missed only a day or two, write that. If you missed more, write "few," unless you lost many and became a serious problem to your past employer. If you weren't employed or in school last year, write "will explain at interview" or draw a line through the space.

Interests or Hobbies

When asked about interests or hobbies, write about things you like to do and are similar to the job you are applying for. Remember, don't list yourself as a member of religious groups, political clubs or organizations. Don't list any club that might not be well accepted by the employer or society; for example, the "Hell's Angels." When you have doubts, don't list a club.

Crime Convictions

There might be questions about arrest or crime convictions. The employer can't legally require information about arrests because an arrest doesn't mean you were guilty. The employer does have a right to know about felony convictions, like stealing. You can either write "will explain at interview" or you can write "no." If you lie on the application, you might have to explain after you've been hired and been a good worker. This might be all right with your employer if you've been doing a good job. Or, he may fire you for writing false information on the application. You have a choice.

Previous Employment Record

You will also be asked to list your employment record or past employment experiences. Remember, don't use negative words like "fired" or "unemployed" on the application. Use words like "laid off," "let me go" or "looking for work" when you write why you left a job.

If you don't have any or many past employers, list part-time or volunteer work experience; for example, housekeeping, babysitting, paper route, hospital volunteer, or scout leader.

References

At the end of the application form you might have to list two or three references. Remember, list people who know about your abilities. Many applications will ask that you not use relatives or past employers as references.

Inform the people you choose for references. Tell them you are using their names. Then they'll be prepared if a possible employer asks about you.

You might not have written that you have a disability or a criminal record on the application. Then don't use your doctor, vocational counselor or probation officer as a reference. If you said you had a disability or a criminal record, you can list your doctor, vocational counselor or probation officer. The employer will probably want to check with them and ask if you are ready for work.

Take the sample application with you if you have trouble remembering dates, addresses, or other details asked on an application. Copy the information from the sample when filling out other applications. You can also bring it along to the interview. Maybe you will be asked to write more complete information during the interview.

THE APPLICATION FORM

Be Prepared

-- Bring with your resume a completed "application form" sample. You can use it for dates, places and information.

-- Bring with you the names, addresses and telephone numbers of reference.

Completing The Application Form

-- Read all instructions carefully before you begin to write on the application form

-- Use pen or pencil as directed

-- Print neatly

-- Work as quickly as you can

-- Don't write negative things about yourself

-- Stick to your work abilities

-- Indicate if you have a physical problem or a disability that seriously affects your job performance with regard to questions about hospitalizations, criminal records or reasons for leaving past jobs. You might want to write, "Will explain at interview."

-- Be positive about your health. If you haven't had many problems that interfere with your work, answer "excellent." If you have had some problems, but adjusted to them, answer "good" or "very good". Never answer "fair" or "poor."

-- If you weren't employed or in School last year, write "will explain at interview."

-- When asked about interest or hobbies, write about things you like to do that are similar to the job you are applying for.

-- When you outline your work history, don't use negative words like "fired" or "unemployed" or the application. Use words like "laid off" or "looking for work."

-- If you don't have any or many past employers, list part-time or volunteer work experience; for example, housekeeping, babysitting, hospital volunteer, fund raiser.

-- At the end of the application form you will be asked to list two or three references. List people who know your abilities.

-- Inform the people whom you intend to use as references. Tell them you are using their names. They will then be prepared if a prospective employer asks about you.

APPLICATION FORM FOR EMPLOYMENT

(Office Use Only)

Title of Position ____________

Date: ____________

NAME: Last . First . Middle or Maiden . U.S. Citizen Yes ( ) No ( ) . If Citizen by birth ( ) Naturalization ( )

Mr. ( )
Mrs. ( )
Miss ( )

ADDRESS: No. Street City State

Telephone . Height . Weight . Do you have a driver's license? Yes ( ) No ( )

Type:

Social Security Number . Do you have any impairments that would interfere with your ability to perform the job for which you have applied?

EDUCATION	NAME AND LOCATION	Dates of Attendance	Course or major	Degree
HIGH SCHOOL				
COLLEGE OR BUSINESS SCHOOL				
GRADUATE OR PROFESSIONAL SCHOOL				
OTHER				

List any professional or trade licenses you have:	Issued by	Number	Date Issued

Can you type?
Yes ( ) No ( )
WPM --

Can you take shorthand?
Yes ( ) No ( )
WPM --

Can you operate any other office machines? If so, specify:

PREVIOUS EMPLOYMENT AND EXPERIENCE

Name and Address of Employer	From mo. yr.	To mo. yr.	Kind of Work	Salary (if any)	Reason for leaving
1.					
2.					
3.					

List any other training or experience which might qualify you for the position sought:

Veteran ( ) Disabled Veteran ( ) Active Reserves ( ) Draft Status

If veteran, fill in the following:

Branch of Service: From: To: Type of Discharge:

Do you operate any other automotive equipment? If so, specify:

Have you ever been convicted of a crime? Give details.

The answers to the foregoing questions are true and correct to the best of my knowledge and belief, and I fully understand that any willful misstatement of material facts may lead to disqualification.

Date ____________ Applicant's Signature ____________

OPTIONAL

Biographical Data for Public Relations Files

Honors: Professional or other ____________

Hobbies and special interests: ____________

Family: Spouse, if any ____________

His (her) occupation ____________

Children, if any ____________

Names, schools, arts, etc., any items of interest ____________

INTERVIEWING

Do's

.enjoy the interview and meeting the interviewer

.express enthusiasm and optimism

.be clear and concise -- answer factual questions as succinctly and briefly as possible

.listen carefully & try to respond to what you have heard

.if you don't know, say so but indicate you will seek the answer

.emphasize accomplishments, stress achievements

.be modestly confident, dwell on the positive

.pick up clues and react

.be flexible

.be natural, sincere & straightforward

.stop yourself from rambling by asking if you have answered the questions

.allow the interviewer to be in control

Dont's

.don't smoke unless the interviewer offers

.don't chew gum

.don't freeze or become tense

.don't be deadpan

.don't be overly eager or desperate

.don't talk too much -- or too little

.don't interrupt

.don't try to bluff

.don't attempt to draw out the interview

.don't try to be funny or cute

.don't bring up race, religion, politics

.don't volunteer negative information about yourself -- or anyone else

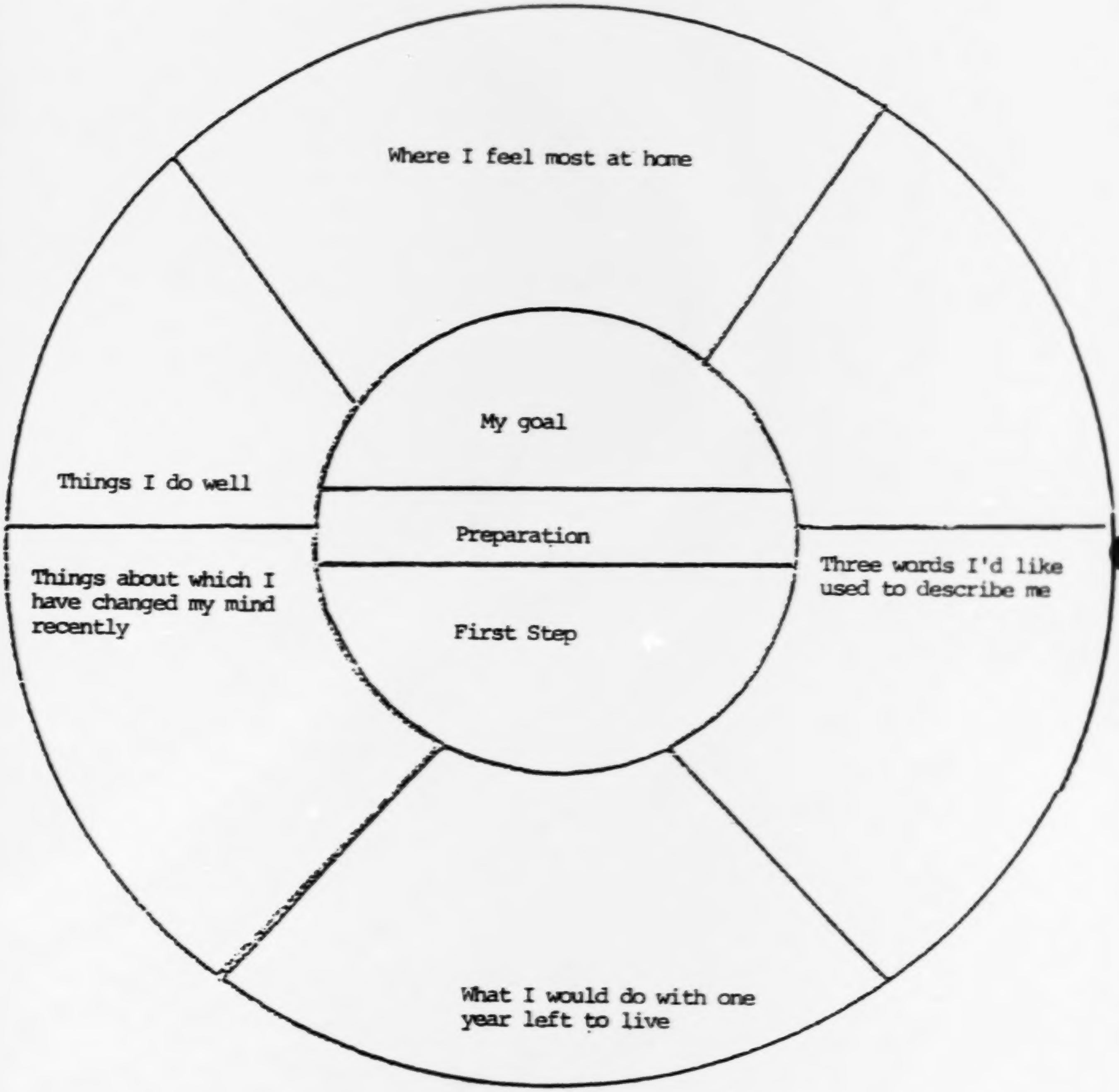
.don't be overconfident & overbearing

.don't be cloying, subservient

.don't be rigid

.don't be vague

THE CIRCLE


Where I feel most at home
Things I do well
My goal
Preparation
First Step
Things about which I have changed my mind recently
Three words I'd like used to describe me
What I would do with one year left to live

INTERVIEW FOLLOW-UP LETTER

4 Wayside Road
Larchmont, New York 10538
December 3, 1980

Mr. John Adams
Smith and Smith Company
400 Westchester Avenue
White Plains, New York 10573

Dear Mr. Adams:

(Thanking for interview)

I enjoyed meeting you last Tuesday and want to express to you again my interest in a posiion in the mail department of Smith and Smith Company. As a result of our discussion I am even more enthusiastic about working in your company.

(Add new data about self; correct misinformation given at meeting; reinforce skills.)

I think my motivation, willingness to learn, and emotional maturity make me an excellent candidate for the position. My proven skills in processing mail and operating mail machines, and my mechanical abilities, would be readily transferable to the tasks which you said would be required in your mail department.

(Closure)

Thank you for your time and effort on my behalf. I believe I can make a valuable contribution to your company and look forward to hearing from you soon.

Sincerely,

SUMMATION QUESTIONS

Career Development Seminar

Name ______________________________

Answer the following questions on the paper provided. Write as much as you can. This writing experience is good for you if you go back to school or job hunt. There are no right or wrong answers.

1. What did you get out of the seminar? Did it do what you expected? Did you learn something useful? Do you feel better about yourself? Do you have a clearer picture of a career or educational goal?
2. Have you made any plans because of the seminar? Going to school? Getting some training? Hunting for a job? Reorganizing your time? etc. Your plans may include short-term and long-term goals. They can be simple--do not have to be grandiose.
3. Did you feel the counselor was helpful to you? How?
4. Do you have suggestions for improvement?

CERTIFICATE

NAME OF SCHOOL OR AGENCY

To all persons be it known that

has successfully completed

The Career Development Seminar

In Witness whereof, this Certificate is inscribed and awarded

SEAL Issued on ______________________________

Date

____

Counselor

____

Director